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ABSTRACT

A language arts program for Navajo children is presented in this curriculum guide based on needs outlined in the Bureau of Indian Affairs' publication "Curriculum Needs of Navajo Pupils." The program should provide each Navajo pupil with an opportunity to acquire a basic mastery of the English language in order to integrate his own background experience and needs into those of an English-speaking society. The guide is divided into 4 skill areas: listening, speaking, reading, and writing. Each section consists of primary objectives for the language arts skill and a series of activities sequenced according to level of difficulty. The teacher can select from the specific activities described in accordance with the needs and capabilities of the students, the integration possibilities from one section to another, and his own inclinations. Appendices give information for making and using specified instructional materials. Related documents are RC 005 056 and RC 005 058. (JH)

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NAVAJO AREA CURRICULUM DEVELOPMENT PROJECT

(Language Arts--Social Studies)

LANGUAGE ARTS

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INTRODUCTION

The majority of children in the United States begin school with little hesitancy. Generally they can speak English with ease; they can learn to distinguish between the various written symbols; they can print some forms of English letters; and they are able to comprehend much of what they hear. The Navajo child, however, must frequently learn English as his second language before advancing to the standard academic expectations; therefore, a well organized language arts curriculum based on the English language is vital to the academic progression of the Navajo child. Such a language arts program does not mean abandonment of the Navajo language nor does it mean a stripping of the Navajo culture. The language arts program should ideally provide each Navajo pupil with an opportunity to acquire a basic mastery of the English language in order to integrate his own background experience and needs into those of an English speaking society.

Since most school subjects are dependent on a sound English language program, the language arts curriculum for the Navajo child becomes the core of all his instruction. Emphasis begins with a strong listening and speaking program in the primary grades with more reading and writing skills occurring at higher levels.

> "At all levels the integration of the language arts with each other, as well as with the content subjects, is a prime concern. All the language arts should be integrated into one articulated, coherent program which follows a definite sequence and gradually expands into a conceptual scope."
>
> (Chinle Language Arts Curriculum Committee, May 3, 1970.)

The needs of the Navajo child in regard to this developmental language arts program have been outlined in the Bureau of Indian Affairs' publication "Curriculum Needs of Navajo Pupils." This document divides into four parts the basic language arts needs advanced by the various school, agency, and Area committees.

The Listening Needs of the Navajo Child
The Speaking Needs of the Navajo Child
The Reading Needs of the Navajo Child
The Writing Needs of the Navajo Child.

Each of the four sections of this language arts booklet of the Navajo Area Curriculum Development Project corresponds to one of the four parts of "Curriculum Needs of Navajo Pupils." Each section of this booklet is divided into the primary objectives set for each language arts skill. For each of these objectives, a series of activities are sequenced according to level of difficulty. The teacher can select specific activities in accord with the needs and capabilities of the students, the integration possibilities from one section to another, and his own inclinations. The four sections of this language arts booklet are color coded for convenience. Each section begins with the basic outline, which includes the stated objectives and the numbers of the activities pertaining to each objective. Several blank pages in each section permit additional activities to be recorded. Appendices give information for making and using specified materials.

The six hundred activities in this booklet represent the work of many persons. It would be difficult to list everyone who has contributed his time and skill, and, indeed, it is perhaps impossible to guarantee that no one person would be overlooked if such a list were presented. The procedure for preparing the current draft of the language arts activities brought together persons who have different roles in adult society and at the same time have a common concern and responsibility for the education of Navajo children. The procedure was planned before the writing of the activities. The Navajo community knows the expectations they have for their children. Classroom teachers must adapt language arts instruction to fit the characteristics of their pupils. Specialists and administrators are responsible for coordinating the work of many schools and for developing and maintaining curriculum policy.

During the fall of 1969, the project staff prepared a draft of the Listening section of this booklet, following the guidelines of the various school, agency, and Area language arts committees as given in "Curriculum Needs of Navajo Pupils." The entire staff spent one week in December of 1969 visiting each agency and receiving the criticisms and comments of community leaders, teachers, specialists, and administrators. When they returned to the University of Washington, they revised the Listening section in light of the feedback from the school visits. As each section was written, the same feedback device was used. Members of the staff returned again to the Navajo Area in March and May of 1970. Feedback was obtained on the final section during June of 1970 when several language arts specialists spent one week with the staff in Seattle preparing the final working draft. This booklet to a significant degree then is the combined effort of many persons.

It is hoped that the project staff at the University of Washington has been sensitive to the perceptions of the men and women who work daily with and for the benefit of Navajo boys and girls. It is also hoped that this booklet will be continually modified by those men and women in light of their experience in adapting the activities to the language arts program for the Navajo Area.

T. K.

August 1, 1970

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DISCRIMINATIVE LISTENING

Readiness Skills--Following simple directions

EVERYBODY DO THIS (Group).

Song: "Everybody do this,do this,do this; Everybody do this, just like me." Then the teacher or the leader claps hands, touches toes, or taps foot and the class does the same. (See Appendix for song.) (1)

MONKEY SEE-MONKEY DO (Group).

Song: "Monkey see,Monkey do, Monkey does the same as you." Use stuffed animal monkey if available.

Children:	Monkey:
When you clap, clap, clap your hands.....	The monkey claps, claps, claps his hands.

(See Appendix for song.) (2)

GIVE ME (Group).

Give the children or a child three picture cards (bird, bear, and dog). Ask him to give you the one he hears you say. "Give me the ____." (3)

FOLD AND TEAR PAPER (Group).

Materials: One piece of 8 x 10 newsprint or newspaper. The teacher says, "Fold!" Children "fold" (any amount in any way). The teacher says, "Tear!" Children "tear" (any amount, etc.). Extend to more specific activities: tear square; circle; etc. (4)

SHOW ME (Group and/or small group or individual).

Materials: Individual "show me pockets" and a card made from tagboard (see Appendix). Teacher says, "Show me the dog." Children respond by putting the dog picture card in the pocket and holding it up. Then they repeat by saying "The dog," etc. Extend for sounds in words, word spelling, and word ending. (5)

BOUNCE BALL (Group).

Best played outdoors or in gym. Teacher bounces the ball a set number of times. (Go no higher than four times at first.) Children then close their eyes and listen. Then they bounce their ball the same number of times. You can do the same thing for jumping. (6)

SAY WORD (Group or individual).

Teacher says a word like "dog" and the children listen; they then repeat the same word. You can also do simple single phrases. (7)

WIGGLE WAGGLE GAME (Group).

One child is chosen to be "It." He names parts of the body such as left hand, thumb, nose, right foot, head, left ear, both hands. As he names each part, the children wiggle the part named. (8)

HAND GESTURES.

Group the class in order to assure ample listening experiences as well as speaking practice. Then work out a set of hand gestures to use for the Aural-Oral presentation of the lesson. For instance, one or two fingers can be raised to indicate whether single or double repetition, group 1 or group 2 is called, etc. (Mattie Bellinger, Crownpoint Boarding School). (9)

FREEZE GAME (Group).

Children listen to teacher's direction: i.e., "Run." Children run until the whistle blows, at which time they must freeze in place. Teacher then says, "Jump." Children jump until whistle blows, etc. (10)

I-A-1

DISCRIMINATIVE LISTENING

Readiness Skills--Following simple directions

ORDERS (Group).

Sing out simple orders or speak certain orders using a puppet or a tape recorder; i.e., stand up, sit down, etc. (11)

CLAP A PATTERN (Group or individual).

Teacher claps a simple pattern (clap, clap, clap, clap) and then the class repeats the same pattern. NOTE: Children may get confused at first so be sure to start with easy clap rhythms and practice often. (12)

TAP A RHYTHM (Group or individual).

Tap out a rhythm with pencil or ruler against desk or floor (tap, pause, tap). Have the children repeat the same rhythm. Continue by tapping out series of loud and soft sounds and have children repeat in a like way. (13)

BEAT A RHYTHM (Group or individual).

Use small drum to beat simple rhythm. Children pretend that hands are their drums and they repeat. Occasionally hand drum to a child to repeat the pattern. (14)

PATTERN (Group or individual).

Allow a child to beat, clap, or tap a pattern for teacher or class to repeat. (15)

SIMON SAYS.

Simon (teacher, puppet) says, "Touch your shoulders." The children can respond by copying Simon as he "touches his shoulders." Add different parts of the body as you play. (16)

DIRECTION CALL.

Materials needed are a tape recorder, earphones, worksheets, and crayons. A prerecorded teacher-made tape is used. Example: "Point to the picture of the horse. Put a red X on the horse...(pause). Point to the school. Put a green X on the school." Extend: Find the word "giant." Underline "giant" with your pencil. (17)

SPOT CHECK (All ages--Class or individual).

Right after the teacher gives directions to an assignment, she asks someone to stand and repeat what has been said. (18)

DIRECTIONS GAME (Group; all ages; two to three).

Divide the groups. Teacher gives a series of directions: three or more specific things to do. A child from each group must carry out the directions in order to score a point for his team. Example: Open the dictionary and look up the word "anteater," then write the word on the chalkboard. (19)

LISTENING WITH OBJECTS.

Five or six objects are placed in a circle (shapes, difficult mathematical or geometric objects or tools, etc.) and the teacher says: "Now listen to what I want you to do." She then gives such directions as "Put the wrench under the sink" or "Place the pliers on the window sill." (An excellent way to build vocabulary using actual objects.) Varies from simple to more difficult. (20)

WORDO (Class).

Caller calls off words as they are picked out of a large sack, barrel, or box. Each class member has a large "Wordo" card (like "Bingo") with the words written on them. (This can be geared to any grade level for reading.) The child who blocks out all of his words straight across or diagonally wins the game. (21)

DISCRIMINATIVE LISTENING

Readiness Skills--Following simple directions

ENCYCLOPEDIA CALL (Class).

Materials: encyclopedias, paper, listening tape, and recorder. Beforehand the teacher has recorded a lesson so either the whole class can listen or a small group can listen at the listening post. (Earphones are connected to a recorder and jack.) The topic to be covered could be coordinated with a social studies area, i.e., Navajo history. "Open your encyclopedia to the topic of President Lincoln (or Kit Carson, Theodore H. Dodd). Skim to find out how they were associated with the Navajo in the 1800's. Write down the man's name who is associated with the Navajo cause." (22)

MUSICAL RECORDS (Class).

Children are directed to listen to an instrumental record. The first time through the record selection they listen in order to identify the instruments. Then, the next time they are given directions to imitate the instrument they hear. (23)

RECIPES (Class).

Junior high boys and girls: For boys the "recipe" can be cooking a stew, for girls it can be weaving. The teacher merely dictates the directions orally instead of writing them out. The children must list and follow the steps in sequence. (24)

I-A-2

DISCRIMINATIVE LISTENING

Readiness Skills--Identifying sounds in general

SOUND GUESSING GAME.

Child does things that make sounds in the room (close book, close door, drop object, clap hands, and jump). Others close eyes and guess. (25)

HIDE-AWAY SOUND.

Hide an object like a loud ticking clock behind a screen and have the children identify the object by its sound. (26)

UNLIKE SOUNDS (Group).

The teacher sounds two noises that are different (a ruler tapped on desk or paper torn). Children must tell or point to what they heard. (27)

LIKE SOUNDS: PUPPET IMITATION (Group).

You need one puppet. The puppet makes a noise, and the children imitate the same noise. Example: If puppet sneezes, children sneeze. (28)

LIKE SOUNDS.

"Song" "Everyone clap hands like me...."
"Everyone tap foot like me...."
"Everyone laugh like me...." (29)

LIKE SOUNDS: PUPPET (Group).

Materials: one puppet. A puppet will make two noises and the children will clap if noises are the same. Example: sneeze------sneeze, cough------cough, cry------laugh. (30)

LIKE SOUNDS: IMITATION GAME (Group).

On a teacher made prerecorded tape, one sound will occur, like bell ringing. Children who have bells will then ring them. Another sound like drum beating; the children who have drums will beat them, etc. (31)

GOING ON AN ANIMAL HUNT (Group).

In order to provide children with the opportunity of listening for sound effects, the teacher tells a simple story by substituting all action words with sounds made by her hands. For example: "We are going into the mountains. This is how we get there." (She pats her hands on her lap.) The children should be able to identify the sound effect as walking into the mountains. For running the teacher pats her hands rapidly; swimming, she splashes hands in a bowl of water and so on. (32)

SOUNDS: HIGH OR LOW?

The teacher plays two notes on the piano and asks "which was the highest note?" Children can also be encouraged to stretch up high every time the sound goes high or bend down low for low tones. This activity can and should be extended and varied in many ways as it is useful for the second language learner to hear high and low sounds. (33)

SOUNDS: LOUD AND SOFT.

Children can learn to make soft sounds or loud sounds or both. For example, the teacher might ask: What sound will a big bear make? What sound will a baby bear make (mouse, horse, etc.)? Another example: The teacher might play a simple song on the piano at various intensities, first soft, then loud, then medium. (34)

I-A-2

DISCRIMINATIVE LISTENING

Readiness Skills--Identifying sounds in general

UNLIKE SOUNDS: RECORD (Group).

Materials: records of short songs played by the teacher on the piano. Two songs are played. The child raises his hand if the songs are different. Use variations of this same activity. (35)

LIKE SOUNDS: TAPE (Group).

Materials: tape with various sounds recorded and a tape recorder. Children are instructed to raise their hand if sound No. 1 is the same sound.

drum beats-------drum beats
glass breaks-----glass breaks
water runs-------glass breaks
triangle tings---triangle tings
balloon pops-----balloon pops
whistle blows----drum beats (36)

MUSICAL SOUNDS.

When music is played like "My Pony," children can clunk two paper cups on their desk for the sound of a pony walking, or ring bells for a sleigh ride, or beat drums for thunder. (37)

NEAR AND FAR SOUNDS.

Whenever the sounds are near, like the school bell ringing or a piano playing, the children are instructed to raise their hands; whenever sounds are distant like thunder, feet in the hallway, children stand up. (38)

ANIMAL SOUNDS.

Children make a sound of their favorite animal and others try to guess what it is. (39)

CLASSIFICATION OF SOUNDS.

Older children may want to take a nature walk or hike and record all of the different sounds they hear. Then they share their sound experiences or classify the sounds according to pitch, tone, and intensity. The teacher should, however, ask leading questions to help the pupils become aware of the sounds about them. Some questions might be: What can you hear? Is the sound loud or soft? Is it a short sound or long sound? (40)

SCIENCE SOUNDS.

Studying biology, pupils should be attuned to various creatures and their noises, like a bat, a rat, a guinea pig, a deer, a goat, or a sheep, and they should be able to identify each only by its sound. (41)

LISTENING TO SYMPHONIC MUSIC.

Children who are exposed to more difficult music should listen for the repetitions of melody and rhythm and be able to identify them either by imitation or by a method established beforehand by the teacher. (42)

I-B-1

DISCRIMINATIVE LISTENING

Phonics Skills--Identifying sounds not in the native tongue

NOTE: The following activities are suggestive of certain sounds not in the native tongue. For more specific examples, cite materials for any of the ESL program materials. The teacher should be aware that the Navajo child needs to learn and to know these sounds before using any of the following activities.

RAISE HAND GAME (Class).

The teacher tells a simple short story or poem that emphasizes a certain beginning letter sound like "p," "v," "f," "r," "th," etc. The children listen and raise their hand every time they hear the special sound. Example: "Fanny Fox." (43)

SHOW ME (Class).

The teacher shows a series of pictures representing several beginning sounds. The teacher holds up a rat picture and then he says, "rat." Children quickly put the letter "r" in their show-me pocket. This device is good for a "spot check" to see who is having difficulty with certain sounds. (44)

ITEM-IN-A-BOX (Group).

The teacher selects two beginning sounds not in the Navajo tongue, like /f/ and /th/. Then she places two boxes designated with an /f/ and /th/ in the front of the room and picks up one object to show the children. Children then take the object and drop it in the box that begins with either the "f" or the "th." (45)

WHAT'S THE DIFFERENCE?

A list of word pairs differing only in middle sounds is made up either by the teacher or the class. This list is distributed to each child. As the teacher says one of the words in each pair, the child must listen to the medial sound and circle only the word he heard. (46)

MISSING LETTER(S) (Class).

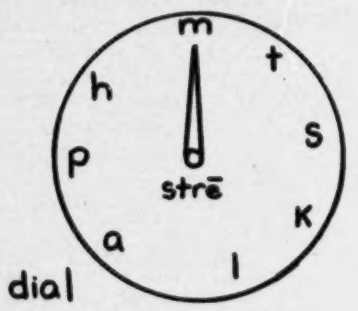
Each pupil is handed a paper with several words randomly arranged. Each word is missing its middle sound or sounds. The teacher says the words and then the pupil lists and writes the correct sound into the appropriate blank. (47)

TELL A STORY, TEACHER? (Class).

The teacher tells a story that emphasizes words having end sounds not in the native tongue. For example, the end-sound might be "m" like in "Sam." Then, everytime a word ends with "m" the children raise their hand or say "m" or tap their foot, etc. Stress stories that have many "m" endings as well as Ss; Kk; g; ed; ing; th; f; etc. (48)

DIAL A SOUND (Individual).

The student picks up a dial made from heavy oakboard. One series of sounds are used and as the pupil "dials" his ending sound, he must listen to himself say that sound with the base sounds. Example: (49)



ALLEN OR ELLEN GAME (Class or group).

Distinguishing between short a and long e is difficult for the Navajo child. A simple game is one with a large chalkboard drawing of a girl, Ellen, and a boy, Allen. The teacher tells a short, simple story using these two names frequently. The children listen and (50)

(continued)

every time they hear one or the other name, they point to the correct picture. This game is extended into more difficult activities later on. (50)

DOES IT RHYME? (Class).

Make sure the children understand rhyme before presenting this activity. The teacher says two words. The children listen and then they must say if the words rhyme; and if the words do rhyme, the child must indicate through some gesture the rhyming sounds. Be sure to help children out at first until they are comfortable with rhyming words. (51)

I-B-2

DISCRIMINATIVE LISTENING

Phonics Skills--Identifying beginning, middle, and ending sounds

MIRROR (Individual).

Introduction of certain beginning sounds should be accompanied by a set of pocket mirrors. The child makes the sound, listening while the teacher makes the same sound using his mouth, lips, and tongue. Then the child tries to form his mouth in the same position while watching himself in the mirror. (52)

SHOW ME CARDS (Group).

The teacher says a word. The children listen and then show the correct beginning or ending sounds of that word in their "show me pocket." (53)

GOING TO THE INDIAN CENTER (Group).

Materials: picture cards with names like bread, corn, beads, etc. The teacher calls off a word that begins with a certain sound and each child that has the picture beginning with that same sound can go to the "center" and choose other cards beginning with the same sound. (54)

OVERHEAD PROJECTOR TRANSPARENCIES (Group).

Similar to your workbook pages are these transparencies which, when placed on the overhead projector, make excellent large and small group review sheets. Say picture and listen for the beginning sound. Mark accordingly. These can be used for middle and ending sounds as well. (55)

SOUND WHEEL.

Materials: tagboard and marking pen. Child turns the wheel and must sound out each new word that begins with a particular sound. (See Appendix.) (56)

SPIN (Individual or group).

Spin spinner and whatever sound it ends on, the child must think of a word that begins with that sound. He then says the word aloud, listening to himself do so. (See Appendix for a "spinner.") (57)

SOUNDO.

Like bingo, Soundo can be played with large or small groups. The teacher or child or both calls off the picture that is picked and children cover the sound it begins with. The one to cover the card first is the new caller. (58)

LISTEN AND DO (Group).

Tape recorded lessons and/or record lessons are used. Children are instructed to listen to initial sounds and then mark their paper. It is self-correcting and repetitive. (See Appendix.) (59)

LISTEN AND DO (Oral Version).

Paper is divided into four squares. Children listen for teacher to say a group of two words (as they get more proficient, increase the number of words). They are to make a picture of the word that begins with the designated sound being studied. Example: Sound being studied=Rr. Teacher says, "Put your finger on Box No. 1. Will you make a rag or a sack? Make the one that begins with Rr." (60)

WORK PAPER.

Manufactured or prepared workpapers are often good for listening to beginning sounds. Always go through the whole paper by having a different child say each picture. Then the teacher goes through the paper again and children are instructed to circle only those pictures which begin with designated sound that is heard. (61)

DISCRIMINATIVE LISTENING

Phonics Skills--Identifying beginning, middle, and ending sounds

MARK THE FIRST LETTER (Test-Class).

The children receive a copy of a paper. The teacher says, "Number 1. 'Big.' " The children must locate No. 1 and circle the letter they heard at the beginning. Also use this activity for ending sounds. (62)

RAPID LISTENING DRILL (Group).

The teacher rapidly fires off two words which end alike or two that end differently. The children raise their hands when the two words end with the same letter. Example: run and turn. The children cover their ears when the two words end differently. (63)

LISTENING SOUND PACKETS (Individual).

Materials: picture cards, letter cards and envelopes. Child "unpacks" envelope and must say each picture to himself and listen for the ending sound. Then he must match the picture to the correct ending-sound card. (64)

LISTENING TAPES (Class).

Tapes on recorders can be played accompanied by worksheets from each sound presented. (See Appendix.) Children mark worksheet as directed on tape. (65)

SOUNDO-VARIATION (Class: refer to Activity No. 58).

Like bingo, Soundo is played on a card. A caller picks out and says a word, and the players cover the corresponding beginning sound or sound combinations they hear. (66)

DICTIONARY CALL or SOUND-WORD FAMILIES (Group).

Teacher or leader calls out words that begin with a certain letter or letters and end with certain letters. The children then quickly locate as many words in their dictionary that fit the description and list them. (67)

DISCRIMINATIVE LISTENING

Phonics Skills--Identifying voiced and voiceless sounds

IDENTIFYING VOICED AND VOICELESS SOUNDS.

Make pictures to illustrate the following pairs of words. If the word is a real English noun, use a real picture or drawing. If the word is a verb or a nonsense word, make up a nonsense picture that can easily be associated with the word.

Take one pair of pictures at a time and introduce the names by saying, for example, "This is a bin. This is a pin." several times, holding up or pointing to the appropriate picture each time. Then put the two pictures on an easel or the chalkboard and call on individual children. Give them a command like "Point to the _____." or ask them a question like "Which is the _____?" and have them respond by pointing.

Once all of the items in a series (e.g., all of the b's and p's in initial position) have been introduced and the children have shown the ability to identify them, put all six pictures in the series up and have them respond to the commands or questions.

(68)

You should use only one series at a time, for instance initial b's and p's one day, final b's and p's the next day, etc. Once the children can clearly identify the differences between these sounds then the use of the pictures can be incorporated into other lessons; for instance, if you are teaching the pattern "Bring me a _____" or "Take Joe a _____," you could use the pictures for the objects.

Similarly, the pictures could be used in pronunciation exercises. You could hold up the pictures and ask the students for the name of the object.

b - p			
(initial)	bin	bell	bone
	pin	pell	pone
(final)	nob	mob	lob
	nop	mop	lop
t - d			
(initial)	till	tell	tome
	dill	dell	dome
(final)	not	mot	lot
	nod	mod	lod

(continued)

k - g			
(initial)	kill	call	comb
	gill	gall	gomb
(final)	knock	mock	lek
	nog	mog	leg
f - v			
(initial)	fin	fan	fall
	vin	van	vall
(final)	mof	loaf	nof
	mov	loav	nov
s - z			
(initial)	sea	san	sall
	zea	zan	zall
(final)	los	lis	las
	loz	liz	laz

DISCRIMINATIVE LISTENING

Phonics Skills--Identifying rhyming sounds in words

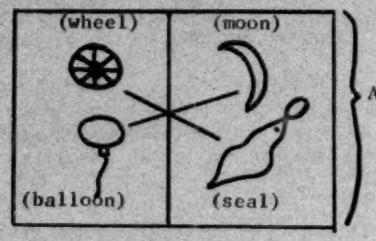
NAME GAME (Group).

For each child's name, the teacher makes up a rhyming name.
Example: Chris - Miss
Rochelle - tell; bell
Tom - Mom (69)

The children listen and they will get so that they can make up their own rhyming words for their name.

DRAW-LINE MATCH (Class).

The teacher pronounces each picture on a prepared worksheet. The children listen and then repeat each picture. They then match one picture on the one side to its rhyming "partner." This last phase is done independently.



Add more items (70)

ACTION FUN (Group).

The teacher has a prepared list of rhyming words which show action (fun-run; pump-jump; talk-walk; mow-go; etc.) The teacher says a word (fun) and the children in the group listen and must then think of another rhyming word. With practice the children learn to give more than one word. (71)

OPEN THE GATE (Group).

A "voice" says a word and the group must listen. The pretend gate opens and a child comes into the "room" if he can say one or two words that rhyme with the original word given. (72)

HOLD-IT! (Individual or Class).

Each child is given a short pack of word cards. The teacher then calls out a word, the children listen and then quickly hold up the word they think sounds similar to the teacher's word. (73)

CHART RHYME (Class).

Use old workbook pictures (or make your own) which have two items in each picture. One child names items while the others listen. The other children then tell if the words rhyme. (74)

DO THEY RHYME? (Class).

The teacher says two or three words in a series like may, say, day. The children listen and then raise both hands high if the series of words rhyme. If the series of words do not rhyme, then the children do nothing. (75)

POETIC RHYMES (Group).

The first line of an Indian song and/or parable is read and the listeners must supply another line which has rhyming words (sounds). The lines are added quickly until a good number produce a new version of an old "story." (76)

I-C-1

DISCRIMINATIVE LISTENING

Word Skills--Identifying root and basic word forms

FINISH IT CORRECTLY!

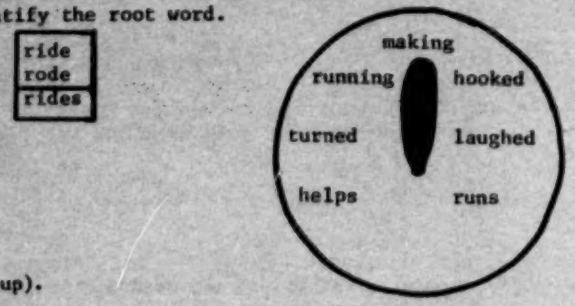
The teacher reads a sentence. The students listen and they tell whether or not the form of the word is correct. Example: Sally can go to the store. (go, going). (77)

WORD WHEEL (Group).

While one child turns a word wheel and reads the words aloud, the class listens to each word and then identifies the basic word form. (78)

TACHISTOSCOPE (Group or individual; See Appendix).

One word form plus its additions are shown in each segment. One child reads the words while the other child or children listen in order to identify the root word. (79)



WHO SAID (Group).

The teacher says a root word like ride and the children listen. They think of as many endings as they can. Extend for more difficult tasks. (80)

WHAT'S WRONG (Group).

The teacher purposely reads a sentence using the wrong word form. The children play detective and listen in order to correct him. Example: He is go to the store. Corrected: He is going to the store. (81)

WORD BOARD (Individual or small group).

Basic words known to children are put on a pocket holder. (See Appendix). One child then adds a prefix or suffix to a word and reads the changed version while the others listen to determine if it is correct. In the event that the child has made an error, a "listener" is chosen to make the correction. (82)

LISTENING FOR THE CORRECT WORD FORM (Group).

The teacher says a "word." If the "word" is in its complete form, the children are instructed to stand. But if the word is incomplete ("standable" when it should be "understandable" or "pare" when it should be "prepare") then the children stay seated. (83)

HEAR THE 'ER'.

Listening to words spoken by the teacher, the pupils raise their hands whenever they hear the 'er' ending. (84)

WORD FAMILIES (Class).

Present a word family like the "at" family. Every time the teacher says a word that has "at" in it, the children raise their hands. (85)

RIDDLE THE END (Group).

Teacher and/or group leader give a simple riddle while the group members listen. They try to think of the correct word ending that answers the riddle. Example: Word ending "or" and means "one who helps people." Possible answers: doctor; advisor; counselor. (86)

WORD ENDING GAME (Group).

Playing cards are passed around the group. Words printed on the cards are similar to the vocabulary in a social studies unit. A caller reads a sentence while the group listens. Members having (87)

(continued)

a word card with the correct ending (tense) may discard them. The person who discards all of his cards first wins. (87)

SYLLABLES.

Using easier words for lower grades, the teacher names one word at a time while the children listen. Then the children repeat the same word by clapping out its parts. Example: hand-ker-chief (clap-clap-clap). (88)

WRONG WAY (Group).

A speech is read, but many words have the wrong endings. Children listen to the speech and they try to think of all the wrong endings and thereby correct them. Example: "I say to you now that we must be unite at this crucial time." (89)

I-C-2

DISCRIMINATIVE LISTENING

Word Skills--Building vocabulary

BOUNCE BALL (Group).

Stand in a large circle. Before a child can bounce the ball to another child, he must say a new word while the others listen. If the word is "new" then the listeners clap their hands, and the child can bounce the ball to another child. (90)

CREATE YOUR OWN.

Every few days the child can come to you with a new word he has heard and wants to learn. Not only will he be proud that this is "his" word, but he will also be thinking about other new words that he hears. He could build his own card file which would consist of those words he learned through listening experiences. (91)

SLIDES.

Because so many children become so entranced with projected pictures, a good way to extend listening vocabulary is to have an older child or adult come and show some interesting slides and then talk about them. New words about names and places will surely pop up and the children will remember them through this "second hand" experience. (92)

FILMSTRIP.

A filmstrip that is meaningful to primary children, like a fairy-tale, could be shown and told by the teacher. New words could be picked up through this listening experience. (93)

ADD A WORD.

Children could be encouraged to bring a new word to class each day and use it in a short story or sentence while the others listen. Sharing new words is exciting and holds more meaning than merely trying to memorize lists of words. (94)

CLASSIFY WORDS.

On the tape. Older children listen to a series of words and then they must classify them into groups. Later, homonyms and synonyms can be used in a similar listening activity. (95)

WORD DOMINOES (2 or more players).

A category is selected like names of cities, tribes, etc. The first player gives one word while the other(s) listen. The next must give another word from the same category which begins with the last letter of the previous word, and so on. (96)

ACTION WORDS (Small groups).

The teacher says certain action words in context (difficult vocabulary words). The children listen and act out the words. Example: (97)

The horse galloped through the desert.

SOUND WORDS (Group).

Some words can be acted out like a sound. For instance, the word "peep" can be acted out by a child actually "peeping" like a chicken. In this activity one student will choose a word from a list like the following list and then make the sound that the word depicts. The other students listen then take turns in order to build upon their so-called "action-vocabulary." Examples: (98)

chug	shiver	crackle	laugh
peep	ring	pop	hiccup
chatter	thunder	applaud	click

MISSING WORDS, CONTEXT CLUES (Group).

The leader gives a sentence orally while the pupils listen and then try to fill in missing words. Example: A mesa is covered with _____." (99)

GUEST.

Perhaps an older Indian, well versed in the art of weaving or Indian folklore, could visit the class and relate some of the ways he or she learned to weave. Or that person might be able to recreate some foiklore through the reading or telling of it. In this way, children could pick up new vocabulary simply through the act of listening. (100)

FILMS (Class).

Films shown to the whole class on various topics in social studies or science might well bring in new vocabulary. Be sure that the new words which are heard in the film are discussed or else they will be "forgotten" over a period of time. (101)

MANY MEANINGS (Class).

Since so many words have so many meanings, sentences arranged on the board can often clarify words used in syntax. For example:

She told a lie.
I told her to lie down. (102)

As the teacher reads each sentence aloud, the student can listen for contextual clues which clarify the word meaning. A discussion should ensue to make sure the students do understand what they heard.

ROLE-PLAYING STORIES.

A story is read in part to the class, but the ending is left off. One word is used to stimulate discussion which eventually leads to role-playing. For example: Use abstract words like "Did Tom really owe allegiance to his country?" Examine the word allegiance. Upon hearing this word used, the other language arts skills of speaking, reading, and writing can be used. (103)

SYNONYMS (Group).

The teacher says a word or group of words orally and after the pupils hear it they must say as many words that mean nearly the same thing. Use a similar procedure with antonyms. (104)

DISCRIMINATIVE LISTENING

Sentence Skills--Determining quality speech in self

TAPE ME (All grades).

A pupil or pupils say a few things on the tape. The tape is played back and everyone listens in order to make a constructive evaluation of himself or each other. First the strong points are mentioned; then the weaker points are discussed. (105)

NOTE: For those who have one, a language master could be used for a similar type of activity.

HEAR ME (Individual).

A child records an impromptu speech. Then the tape is played to each pupil when he is alone. This procedure is repeated weekly and after one month the student compares his progress against the first tape. (106)

DRAMATICS.

Act out a reading story or a piece of literature whereby taped portions are made of each individual. Each student then listens to himself and makes a list of one or more things to work on. (107)

FINISH THE STORY (Individual).

The teacher begins a suspenseful tale (made up) and the child puts an end to it. His ending is recorded on tape; and as he listens, he evaluates the "quality" of the speech for himself. (108)

TONGUE TWISTERS (Younger or older) (Small group).

Children take turns reading tongue twisters from books. Or they listen and then reiterate the same twister as did the leader. By listening to themselves they can tell how easily they are able to reproduce similar word sounds in rapid succession. Example: (109)

Selling silly soap suds sinks Sam's cents.

PAUL REVERE (Small group or individual).

An historical character is studied. One sentence or line from his or her famous speech is memorized. The child records the line. A week later, he is asked to repeat the same ideas using his own words on the tape recorder. Both speeches are compared for production. (110)

DISCRIMINATIVE LISTENING

Sentence Skills--Determining quality speech in others

HOW DO YOU DO? (Small group).

Materials: puppets. Three or four children select their favorite puppet. Standing behind a small stage, box, or whatever, they carry out this small dialogue:

First puppet: "How do you do?"
Second puppet: "I am fine, how do you do?" (to third puppet, etc.) (111)

Repetition of complete sentence greeting helps the listeners as well as the speakers.

SHARING TIME (Class).

Beginners are encouraged to bring to class one of their favorite possessions; older children are encouraged to bring in a hobby or an item pertinent to social studies, art, and/or science. Each student tells about his "item" while the others listen. Then a general evaluation is made about what was said and how it was said. (112)

WHAT I SAY (Small group or individual).

The teacher designates one child each week to record a small message to the class in a disguised voice. The class evaluates the speaker's speech quality without trying to identify him by name. (113)

HAPPY SPEECH HAPPENINGS (Group).

Impromptu speech happenings make listeners aware of each other's strengths and weaknesses while talking. Students select a topic (humorous) from a box. The student must then record a short oral story. Example: Coyote gets skinned or Porcupine attacks coyote. Later in the week, a few recorded stories are played back and the class listens and notes the good qualities of each short speech. (114)

RADIO-VILLE (Class or group).

Find some interesting radio announcers; i.e., news broadcasters and disc jockeys. Listen to their program once a day for a week, using the following plan:

1st day: Select program
2nd day: Listen to the topics announced
3rd day: Listen to sentences; note length, etc.
4th day: Listen for speech and tonal patterns (excitement in voice or monotone?)
5th day: Listen for jargon--"pet" sayings, etc. (115)

Then make a summary of the above. Repeat listening schedule using another program and then make comparisons, stating the strengths and weaknesses of both broadcasters.

TV NEWS (Individual or small groups).

Each small group selects one news program they want to view and to listen to. They are told to cover the picture, noting only the listening part for the same time (10 minutes) each night. By Friday night, they write down as many items they think the newscaster will speak about (e.g., sportsman might be on a favorite football "kick") and then they view the program checking off all items they were correct about and adding any "big" items which were "left out" of their original list. The purpose is to develop awareness in listening for good speech, grammar, and subject matter. (116)

II-A

ASSOCIATIVE LISTENING

Interrogative Listening Skills

LISTENING FOR CORRECT FORM.

Vary difficulty. Pupils listen and then answer the teacher's question with correct form. Example: "Isn't there an airplane in this room?" Answer: "No, there isn't an airplane in this room." (117)

More activities of this type are in the Speaking unit.

Organized Listening Skills

ADD AN ANIMAL (Class).

The children will be seated in a circle. The teacher will start the game by saying, "At the zoo I saw a bear."

1st child: "At the zoo I saw a bear and a camel."
2nd child: "At the zoo I saw a camel and an elephant." (118)
3rd child: "At the zoo I saw an elephant and a giraffe."

As the children play the game they can remember more animal names. (Elizabeth Eyestone).

I'M GOING ON A TRIP (Group of 10 or 12).

The first child says, "I'm going on a trip. I'll take a toothbrush." The second child says, "I'm going on a trip. I'll take a toothbrush and a shirt." And so on, until the trip "breaks down." Vary the topic; i.e., "I'm going to the zoo (or the museum). I'll see a _____." (119)

STORY.

An Indian folktale is read to the class by the teacher. The class then lists the events of the story in order.

Primary: These children can take key pictures from the story and arrange them in order. (120)
Intermediate: Fold paper into parts and illustrate sequence of the story.

SEQUENCE DRILL.

One child says a word. The second child says the same word that the first child said and then states another word. This progression keeps going until the sequencing is too difficult to remember. (121)

FINISH THE STORY (Group).

The teacher begins a story and then stops in the middle of a sentence. She points to another group member who continues with the story and then stops. The story will get "wilder" by the minute as imaginations run loose. Example: "One day I was going to my friend's room, and all of a sudden a great big _____(stop, next person) (122) (continued)

_____." Students should be able to list the events in sequence after the story is heard in its completed version. (122)

DIRECTION SEQUENCE.

One student states a series of directions that can be performed in sequence. Another student performs the steps in order. More steps can be added. (123)

AUDING A MOVIE (Class).

The movie (one about Navajo culture) could be shown without the pictures and the students could be instructed to listen to it carefully. Once the movie ended, the pupils would discuss the sequence of events and then try to make a mural that recreated their own sensory pictures translated into visual-pictorial form. Later, the movie could be reshown using both the audio and visual portions together and the class could compare their sensory images to those of the producers and directors of the film. (124)

TEACHER'S TURN (Group).

Pupils retell portions of a story they have heard before while the teacher listens! (Mrs. Gladys Zahner, Lukachukai Boarding School). (125)

DESCRIBE-DISMISS.

Teacher calls out a few characteristics of certain children (a few each day). The children listen, and if the description matches them, they can line up to leave. (126)

STORIES READ ALOUD.

The teacher can read aloud a story or a poem that has a lot of description and action in it. The children listen to it and then draw a picture of their favorite part. Example: "Where the Wild Things Are" by Sendak. (127)

LISTENING TAPES.

Tape record poems which are short yet are filled with a great deal of imagery. Many such recordings exist with well-known people like Basil Rathbone speaking. The children listen. Then they paint the part they felt was most vivid. (128)

MUSIC AND LINES.

Older children listen to a piece of music (happy, sad, quick, etc.) and get a feeling of the mood of the music. (The Children's March is a good one.) Then they pretend to make lines on their desks which correspond to the music. The third time the music is played, the children have one color crayon (a dark shade) and a medium piece of construction paper. They then put the images they receive via the music on paper. (It helps if this method is demonstrated first by the teacher.) The children then name their picture anything they wish, using at least one but no more than three words in their title. (This can also be used with painting.) (129)

LET'S IMAGINE.

Creative listening discussions lead to more individual and creative thinking. To stimulate, the teacher could ask: "What would you do if all horses turned blue?" or "What would you do if it was always night?" Let them draw their own thoughts or record their own words on tape. Extend for more difficult tasks. (130)

FEELINGS.

A record or tape could be played with different sounds of people and/or children reacting to something. (Example: baby crying; dog barking; group singing; people laughing; noises from a crowded shopping area). After each sound is played, the recorder could be stopped and then students could have time to reflect the feelings expressed by the sounds they heard. Example: happiness, business, unhappiness, and grief. (131)

DESCRIBING CLASSMATES (Class).

Teacher writes out some characteristics of a student each day or week. A child reads this description while the others listen, and then they try to guess who was described. Example: "He has black hair, his middle name begins with an M." (132)

CREATIVE DRAMATICS (Older children are usually more inhibited, so boys and girls might be divided.) (Class).

The teacher tells a poem or story about Indian customs or Indian comedy (nonsense) and the children listen to the poem several times. They are asked questions after each "telling" in order to become more aware of details. The children and the teacher go through the various ways the poem or story could be recreated. Then the whole group recreates the poem. They are encouraged to feel free to do whatever they wish. (Music accompaniment can be provided in order to add stimulation; no props.) Evaluation follows. Always start with the good. Next time, the class is divided. The more this is done, the better the students listen. See Creative Dramatics, G. Siks (Appendix). (133)

SOUND EXPERIENCES (Class).

A common sound is heard (train whistle, bells chiming, dog barking, drum beating) and the class follows this sound up with a common assignment. (134)

a. Primary children: Make a picture showing a story about himself and this sound.
b. Intermediate: Write a story about the experience.

DESCRIBING CHARACTERS (Class or individual).

Students write a short description of characters in a familiar story and read these descriptions aloud. The rest of the class listens and they try to guess who was described. (135)

NAME THE STORY.

The teacher reads a series of unfamiliar stories to the class. Students should try to make up titles for each story. Titles should fit the story subject heard. This activity can be varied by using music. Children listen and try to capture the mood by the rhythm, instruments, and melody of the music heard. Then they try to name it. (136)

DESCRIBING SCENES (Class or small group).

Pupils will write a paragraph describing a familiar scene either about local towns or places or historical spots. Each pupil then has a turo to read his description while others try to visualize and later guess where the place is that was described. (137)

FAVORITE CHARACTER DESCRIPTIONS (Class or group).

Having read Indian folklore or history about famous Indians, students could describe their favorite character (historic or fictitious) and then read their short description to the class. Other members could guess or try to guess who the person was that had been described. (138)

RECREATING SENSORY IMAGES FROM MUSIC.

An Indian ceremonial dance could be played and the children could listen to the drums and shakers. Then they could transcribe what they heard to written text by making up a small symbolic story. (139)

PROGRAMS.

Auditorium programs for primary children should be kept very brief. When they (the children) return to the room, a short period of evaluation of what was heard is desirable. Your skillful questioning can stimulate discussion. "What did you like about that program?" "What did the father bear say when he was angry?" "How did we show that we were a good audience?" (Mr. and Mrs. Duncan, Thoreau Boarding School). (140)

RATE IT (Class).

A series of movies are shown, depicting Navajo life. The children rate the movies by making up categories. This can also be done by listening to short stories or Navajo books read to the class by the teacher. (141)

CONJECTURE (Class).

A tape is heard whereby statements are made which deal with the Navajo way of life. The class listens to a few statements at a time and then discusses whether a particular statement is most likely or least likely. (142)

QUESTIONS-ANSWER BULL SESSION (Small class).

A circle of students is made. Questions asking about matters of individual judgment are placed in a box. Then each student takes a turn and must take out a question, read it while the others listen, then give his or her opinion first. After this, the entire group responds to the issue at hand. Example of questions: "Who did the better job in your opinion?" or "Do you think this statement is most likely or least likely?" (143)

ON TRIAL (Class).

A mock court is developed. After both sides of a case are heard, the mock jury must evaluate the issues and render a verdict. (144)

GOOD AND BETTER.

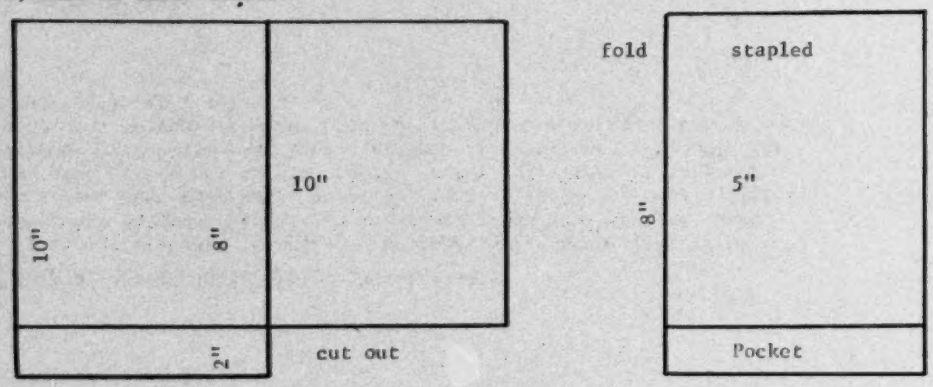
Art work is shown by several students at once. Then "objective" evaluations are given by the audience while the "showers" listen. Example: "I like the second picture because of the use of colors." or "The fourth painting needs to have more background." (145)

ANNOUNCEMENTS (Class).

When older pupils, adults, come into the room to make announcements or when announcements are made over the intercom, direct questions to the children to see whether they heard and thought about the announcements to check their listening (Mr. and Mrs. Duncan, Thoreau Boarding School). (146)

APPENDIX

1) Show-Me-Card Pockets:



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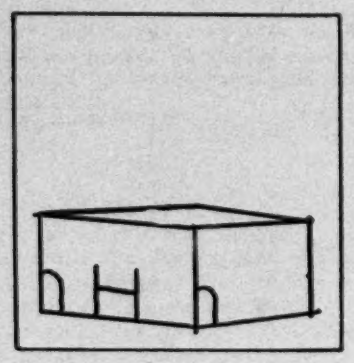
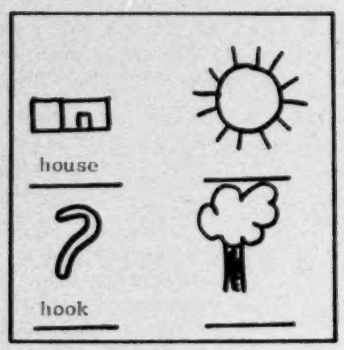
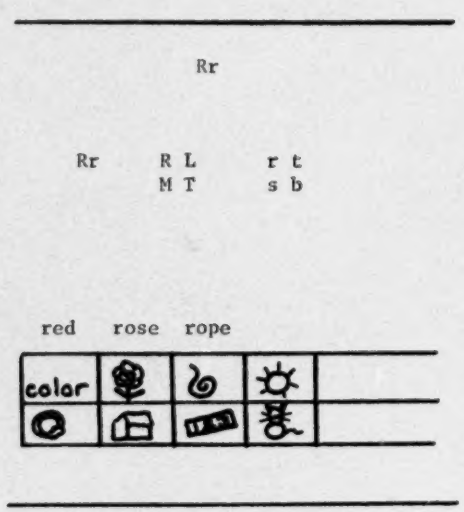
2) Overhead Projector Transparencies:



Find all
hidden h's



3) Listen and Do: Paper accompanies tape

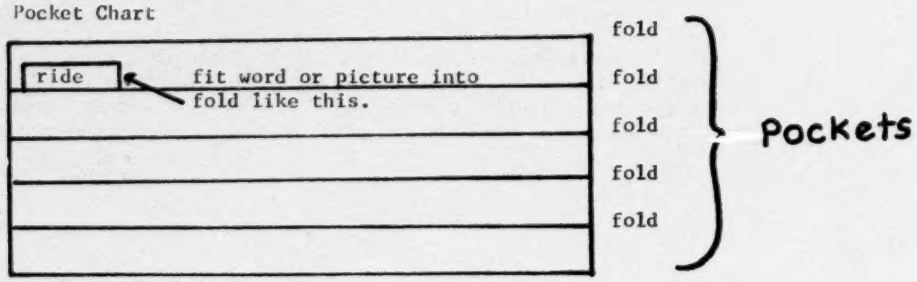


Circle all the r's. Go step by step.

Cross out things that do not begin with the r sound.

Underline things that do begin with r sound.

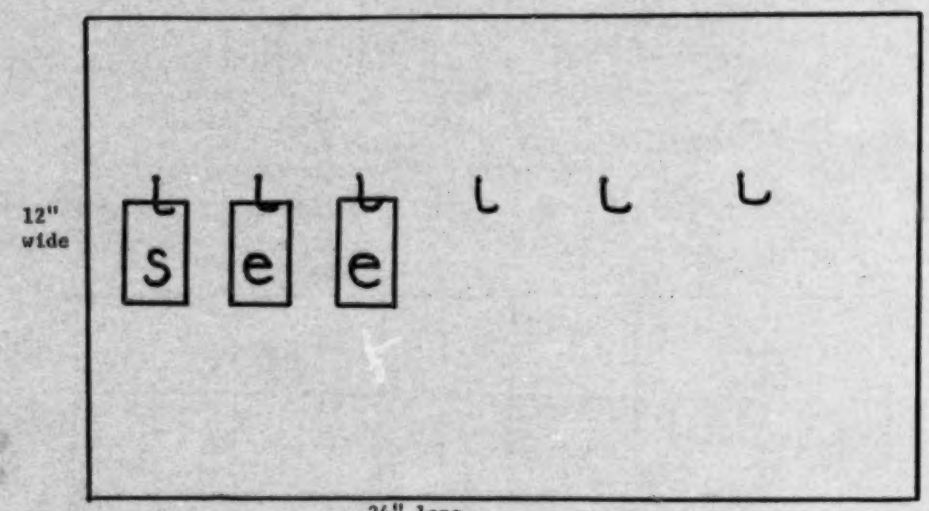
4) Pocket Chart



5) Hook Board - Word Board:

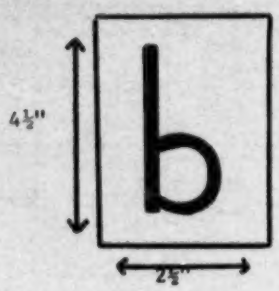
1/4" plywood or heavy cardboard

6 hooks with screw end (like cup hooks)



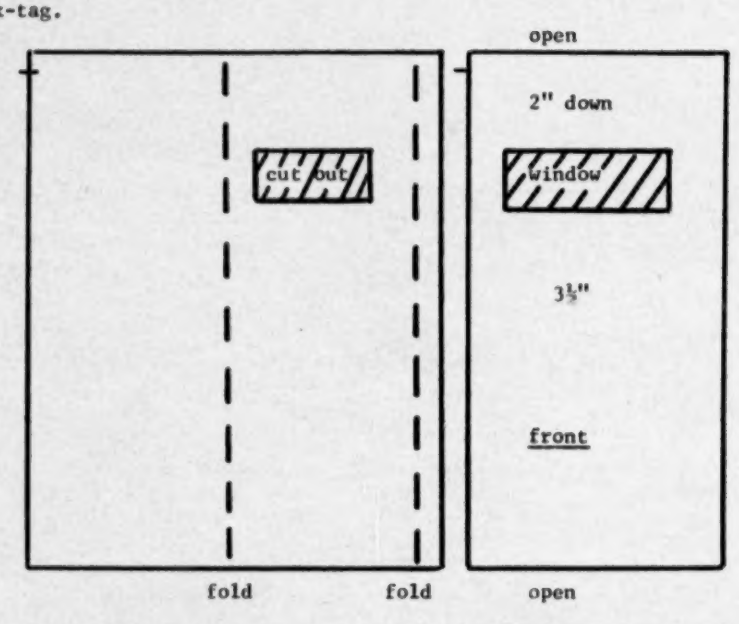
Vary dimensions as you please.

Letter Cards: Use oak-tag or filing cards. Put a different letter on each card about one inch from the bottom. Duplicate vowels and commonly used consonants many times.



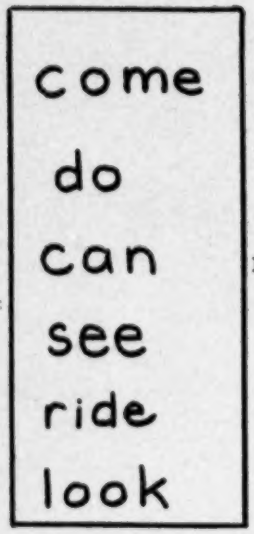
6) Tachistoscope:

Make from oak-tag.



"slide" card

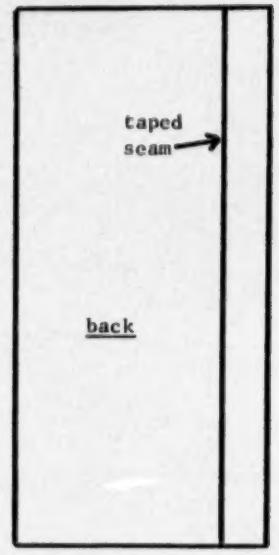
3½"



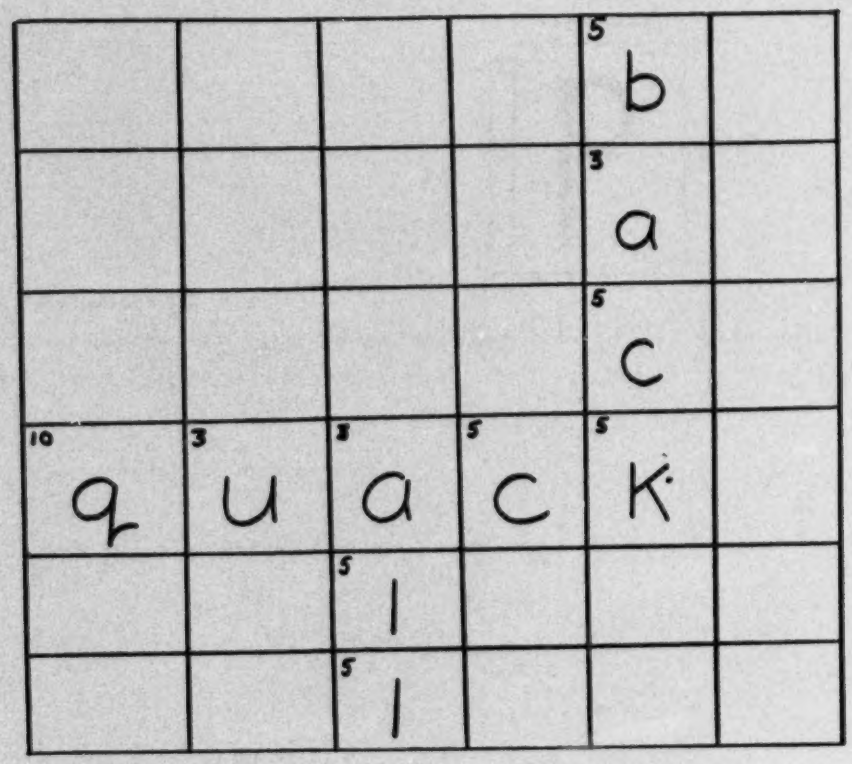
14"

Words vary with reading level.

Can use sounds and/or phrases, too.



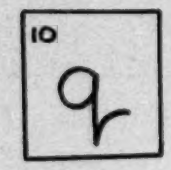
7) (Can vary size of board)



1) make from cardboard.

2) make squares from oak-tag, 1" square.

3) Each letter has a small number at the top which is that letter's points. Vary these. Give uncommon letters 10 points; blank cards are "wild"; common consonants, 5 points; vowels, 3 points.



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FUNDAMENTALS OF SPEECH PRODUCTION

Word Pronunciation--No clusters

SOUND EXERCISES.

Correct positioning of tongue and lips is essential for the production of all sounds. The following exercises help develop this positioning. The purpose of the activity is to throw the sounds toward the back of the room--as if these sounds will bounce back.

ba
ba, be;
ba, be, bi;
ba, be, bi, bo;
ba, be, bi, bo, boo.

(147)

There are other exercises and poems in speech guides and speech correction books that will aid in sound production.

WATCH YOUR MOUTH (Small group or individual).

Have a mirror available for each student. Then you, the instructor, say a word with emphasis on a particular sound, like the final /s/. The group or individual then repeats the word, watching lips, tongue, and jaw movements in the mirror. (148)

ADAM'S APPLE (Individual).

Have the child put his finger on his Adam's Apple. Point out to him the difference in movements; it barely moves when a voiceless sound is made, but when a voiced sound is spoken, it vibrates. Let the child also distinguish the difference through various short practice sessions (Fort Defiance Language Arts Agency). (149)

EARS! (Individual).

By putting two fingers in ears (carefully), the child should be able to hear a voiced sound like /b/ but not a voiceless sound like /p/ (Fort Defiance Language Arts Agency). (150)

THIN PAPER TRICK (Individual).

Using a thin strip of paper or a lighted candle, hold either in front of the child's mouth. The paper moves and/or the candle goes out when the child says the voiceless sounds; neither object moves when the voiced sound is said (Fort Defiance Language Arts Agency). (151)

VOICED OR VOICELESS (Class).

Read aloud the following list of words. Have the students repeat the words. Listen in order to decide whether they can produce the final sound.

(d-t)	(b-p)	(k-g)	(f-v)
mad	bump	sick	have
mat	rub	pig	half
hat	top	kick	move

(152)

Note: Work specifically on words which end with the final sounds of /v/ and /f/ (General Idea- Miss Horton, Shonto).

SURPRISE BOX (Group).

Place several objects in a box. The name of each object begins with specific sounds like that of /c/ in cat, cable, cow, or can. Having shown the child how to produce that sound, he must now pick up the object and say both the beginning sound and the word. (153)

GO FISH (Small group: primary).

Using sound cards which emphasize sounds not in the native tongue, this card game will be enjoyed by all. (1) Have available a set of teacher-made oaktag playing cards with simple pictures on each. (The pictures begin with the sounds being studied.) (2) Deal out 5 cards to the 4 or 6 players (no more than 6 players). Put the remaining cards in a center pile. (3) The (154)

(continued)

players sort the cards out and any cards that begin with the same sound are put into a separate "book" pile. The object is to pair up all the sounds; the first person who runs out of playing cards and who has the most "books" wins. (4) On taking turns, each player asks another if he has a picture that begins with /f/ or /r/, etc. and he continues this procedure if he is correct. But if the other player does not have that particular sound card, he says: "Sorry--go fish." The first player then draws a card from the card pile. If he gets a "match", he makes a book; if not, he keeps the card in his hands. (154)

DISMISSAL (Class).

The teacher whispers a consonant sound. She calls on someone in class to repeat her sound. If the student responds correctly, he may line up to leave. (155)

PUSS-IN-THE-CORNER (Group).

Five players are selected--one for each corner of the room and one for the center of the room. The child in the center says words beginning with a designated sound not in the native tongue, like /f/. But, the "center child" will often say a "foil word" that does not begin with the /f/ sound. When the "foil" word is said, each player moves clockwise to the next corner and the player in the center tries to steal one of the corners. Whoever does not reach a corner goes to the center of the room to say words that begin with /f/ (Irma Buchanan, Kaibeto). (156)

SOUND GAME (Class or group).

The teacher chooses sounds, especially those not found in Navajo like /t/, /th/, /r/, or /f/, and the teacher then teaches the children how to make them. Then she designates one of these sounds and the children take a trip and must "pack" things that begin with that particular sound. Example: Teacher says: "I went on a trip; in my giant trunk I packed a _____ (name something that begins with the designated sound). The children take turns, repeating the sentences and what they packed (Irma Buchanan, Kaibeto). (157)

GUESS IT (Class or group).

Mount on tag board cards pictures of various objects that begin with a sound not in the native tongue like /t/, /th/, or /r/. On each card print the letter. Then say: "I'll tell you a riddle, and then you tell me the name of the picture. I'm thinking of an object that begins with /f/. It shows something a bird has that helps protect his skin." The child who says the correct word keeps the card, and the one with the most cards wins. (158)

BALLOON POP (Class).

Letter sound review: Blow up 2 balloons a day. Have several small pictures inside the balloon that begin with different sounds. When the balloon is popped, the children scatter to find a picture. They must then tell the sound that the picture begins with. (159)

FISHING (Group).

Cut out 25 or more tagboard fish. Paste a prepared picture on each. Place a paperclip on each fish. Have ready a stick or an elongated wire hanger with a string and magnet on the end. The child must give the correct beginning sound for the fish he can catch in one turn. (160)

STOP THE MUSIC.

On the floor are the same number of footprints (made from heavy construction paper or cardboard) as there are members of the class. Each print has a sound on it. The children must step around on these prints as music is played. When the music is stopped, all children on a footprint must give a word beginning or ending with that sound. If the child is unable to supply a word quickly, he goes to the middle and waits until the music (161)

(continued)

stops. If he can catch a "mistake" by another child, then he gets to come back into the game and the other child moves to the center. (161)

MAILMAN (Small group).

The "mailman" is equipped with numerous envelopes, each filled with a picture containing a certain sound. The child who gets the "letter" must open it and tell what his picture is and what sound it begins or ends with. Example: A card with a picture of a rake. The student says"This is a rake. It begins with an /r/--it ends with a /k/." (162)

FUNDAMENTALS OF SPEECH PRODUCTION

Word Pronunciation--Clusters

NAME IT (Class).

The children are asked to name the one object they see. "I see one _____." Then they are shown the same picture with the several objects and they are encouraged to say, "I see three _____s." Keep a record of each child's responses in order to evaluate his progress. (163)

WHAT DO I HAVE IN MY SACK? (Group).

Children each have something special inside their sack which begins with certain blends. Each child has a turn and says something like,"I have something that begins with "cl" and it ticks" (clock). (164)

SUPERLATIVE ENDINGS (Group, the children sit in a circle).

The teacher says a "root" word like "big" or "tall". The person who is sitting next to the leader must say the "est" ending on the word (biggest, tallest, etc.). The next person must use the superlative form of the word in an oral sentence: "He is the tallest boy in the class." Repeat this game, and occasionally slip in a word that does not have a superlative ending. Note: Use this activity after superlatives have been learned.

(165)

ADD IT (Group).

Adding suffixes like "s," "ed," and "ing" to one verb at a time is beneficial in early speaking experiences. For example, use the word "help" on chart paper. Give the children cards with "s," "ed," or "ing." When a child has his turn, he must say the root word "help" and then add his ending. He then pronounces the entire word like "helping" and finally states it an a complete sentence. Note: Be sure the children have learned all 3 uses of these morphemes.

(166)

ROOT WORDS AND ENDINGS (Group).

A group of 6 to 8 children is placed in a semi-circle around the chalkboard. Each child has a stack of 8 to 10 root-word cards. The object of the game is to see how many endings each student can say for his root word within 10 seconds of the time his card is shown. Example:

TEACH	teaches
	teacher
	teaching
SEE	sees
	seeing

NOTE: Use this activity after children have had enough experience with these meanings.

(167)

TURN THE TABLES (Group).

Use at the end of some ESL lessons. Explain the meaning of the figure of speech used in the title of the game. Explain that at the end of each ESL lesson the familiar procedures will be reversed--the children will be the teacher; the teacher will be the pupil. The language: Navajo.

Let the children agree on a set of Navajo words or phrases they wish to teach, not more than one per day. Let them use the Fries-Rojas procedures of patterning and echoing, and then the individual's response.

(168)

The teacher's Navajo, in all probability, will be as halting as their first steps in English. The children will laugh and have fun as she struggles to pronounce the sounds that to them come so easily. But they will see that making mistakes is inevitable, that they do not really matter. What is important is that she tries and has fun doing it! The children will be as eager to see her daily progress as she is to see theirs. Note: Be sure to use an aide to help the children.

SAY IT WITH A "TA" (Group).

Note: A readiness activity for sentence production. Have the children echo clap, daily, rhythms that you clap. Begin with simple claps.

Clap; clap; clap; clap. Children echo.
Clap-clap; calp-clap-clap; clap. Children echo.
Clap; clap-clap; clap. Children echo.

Vary the rhythm and increase the difficulty of the clapping as the children get better. Do this activity 5 to 10 minutes a day. Then a week or two later have children substitute the claps for sounds like:

Ta, Ta, Ta, Ta.
Ta, Tee-tee, Ta, Ta.
Tee-tee, Tee-tee, Tee-tee, ta.
Ta, Tee-tee, Tee-tee, ta.

Vary the voice rhythms as you proceed.

(169)

SAY THE SONG (Class).

Instead of presenting a new song with a melody, the teacher says and claps the song in its correct rhythmical pattern:

Hickory, dickory, dock (hold)
The mouse ran up the clock (hold)
The clock struck one (hold)
The mouse ran down (hold)
Hickory, dickory, dock!

(170)

CHORAL READING (Class).

The teacher should begin with simple selections at first. These selections can be poems, simple prose, or drama skits. With books open, the class recites orally the printed page, focusing their attention on rhythm, intonation, and oral expression.

(171)

WORD EMPHASIS EXERCISE (Individual).

The teacher writes out the same sentence four times, but underlines a different word in each sentence. The student must emphasize the underlined word and note the change in the meaning. Examples:

(172)

What am I doing?
What am I doing?
What am I doing?

(172)

RAISE-LOWER YOUR VOICE (Group or individual).

The teacher can write on the board or ditto on pieces of paper short phrases that are to be read up and down as written:

1. Don't do that! Do you hear me? Stop it!
2. Give me the butter. or
3. Give me the butter. or
4. Give me the butter. or
5. Give me the butter.

(173)

Can be used with hand movements for up and down.

(continued)

FUNDAMENTALS OF SPEECH PRODUCTION

Production of Grammatically Correct Sentences

WHAT DO I HAVE? (Group).

Put various objects on a table hidden by a screen. One child goes behind the screen, picks up an object and asks, "What do I have?" The class in turn guesses. "Do you have a pencil?" The child behind the screen answers either "Yes, I do." or "No, I don't." The person who guesses correctly takes the child's place behind the screen. (174)

BUTTON, BUTTON (Group).

Select an object such as a button, a pencil, or a coin. Choose one child to be "it." This child leaves the room or hides his eyes. Give the object to one child in the classroom and tell the person who is "it" to ask, "Do you have my pencil?" to each individual. The children in turn must answer either "Yes, I do " or "no, I don't." Continue this until each child has had a turn at being "it" (Tuba City Agency). (175)

MATCHING GAME (Group).

Give each child a card. Tell the boys to draw pictures of cars. Tell the girls to draw pictures of dolls. Each group should draw no more than twelve objects. Tell a boy to hold up his card and say, "I have a picture of 5 cars." Tell a girl who has drawn 5 dolls to hold up her card and say, "I have a picture of 5 dolls" (Tuba City Agency). (176)

PICTURE LANGUAGE (Group).

Note: Use this within the limits set by the children's language development.

The teacher should have a series of pictures of a running child or a moving bus which would be relevant to the children. On viewing the picture, the child is encouraged to make up an oral sentence or short story. Example: "I see a bus. The bus is taking me home." (177)

I SPY (Extend for many structures) (Group).

One child is appointed as "it." This child looks around the room and spots a specific object. Then he says, "I spy something. It is green." The other pupils try to guess what the object is. For example, they might ask, "Is it that pencil?" Then, "it" would answer either "Yes, it is." or "no, it isn't." The person who finally guesses the object is the next person to be "it" (Tuba City Agency). (178)

PLACING THE OBJECT (Group).

Have handy a ball, an eraser, or any object that can be seen from a distance of at least 20 feet. Then a simple exercise of "under, over, on, in, etc." can be used whereby the teacher places the object somewhere near or on a chair. A group member must then tell where the object is in one complete sentence. (179)

Example: The ball is on the chair.
The ball is under the chair.

Repetition of this exercise is important for children unfamiliar with the English language. Vary this activity by having the child take the teacher's place.

THERE IS AND THERE ARE (Grades 4 to 6).

The following activity is a pre-assessment test for a lesson on There is and There are in which there does not mean place and in which is is used for the singular and are is used for the plural.

Basic objective for the lesson: 7 out of 8 pupils will be able to use correctly the introductory phrases there is/there are in expository statements such as: (180)

"There are two boxes in the bookcase."
"There is one bear in the picture."

Statements to be elicited in the pre-assessment test:

"There are 2_____s in the blue sack."

"There is 1_____ in the yellow sack."

(continued)

"There are 6_____s in the brown sack."

in response to the teacher's request:

Teacher: "Tell me how many things there are in these sacks."

Use different colored paper sacks with one or several (2 to 6) same count noun items in each.

Have 3 sacks on a table and have each student in turn come to the table and look in the sacks and tell you what there is in each of them. Change some of the sacks for different students. (Either mark S or P, or put one dot or two dots on the back of the sacks for own recording of whether there is or there are should be used with a particular sack.) Predetermine whether the students normally say sack or bag by asking, "What is this?" While holding up a plain sack. Also predetermine knowledge of color names and identity of items. Demonstrate expected type of response by having co-teacher respond to your directions, first with pictures and then with 3 of the sacks.
Note: see Appendix for Writing for related reading and writing exercises (Adapted from Fries-Rojas, Book 3, Unit 12. Joan Reed and Lucy W. Victor, Chinle Arizona, Boarding School). (180)

PICTURES THAT MAKE NOISE (Group).

The teacher can prepare pictures of trains, cars, airplanes, animals, or any objects that make distinct noises. The pictures, having been mounted on index cards, are face down in a pile. Taking turns, student takes the top card and then the question-answer game begins:

First Student: I have a picture of something that says _____ _____. What is it?

Answer: Do you have a picture of_____?

First Student: Yes (or No), I have (or don't have) a picture of _____. (181)

IS IT COMPLETE? (Group).

Place several sentences on a chart making sure some are incomplete. Each student takes turns saying the sentence aloud and the other students must decide whether the sentence is complete or incomplete. Example: (182)

"After school I went..." (NO)
"Summer vacation is almost here..." (YES)
"_____ is here." (NO)

TAPE RECORDER (Class).

Place all the children in a two-row semicircle at the front of the room. Prerecord the tape at home the night before the lesson.

Build the lesson activity on grammatical structure known to the children, and for which you have pictures or realia. Arrange material props in full view of the students.

Explain to pupils that you have a surprise. Tell them they will hear your voice. Begin playing tape with a few informal words of introduction. Example: "Good morning boys and girls. I will be talking to you today on the tape recorder and you will be talking back to me." (For a bit of relaxing humor use one of the pupil's names in a sentence. Example: "How are you today, Harrison Yazzie?" or "Good afternoon, Nora Barber."

Explain that they will be doing something new. Tell them your voice will ask them questions about the pictures. If your lesson is for the reinforcement of the use of is and are plus the /ing/ form of the verb in answer to who, what, where, why, when, yes, no, or or questions; proceed as follows: (183)

Voice: Everyone, do you see a picture of two boys?

Class: Yes, we do.

Voice: What are they doing?

Class: They are _____ing.

Voice: Harrison, go get the picture of the black horse. (Pause) Now tell me: is it galloping or eating?

Harrison: It's galloping.

Voice: Where do you think it is going?

(continued)

Harrison: _____.

Voice: Aaron, get the picture of the white horse. (Pause)
Is it galloping too?

Aaron: Yes it is.

Voice: Harrison and Aaron, what are your horses doing?

Harrison and Aaron: They are galloping.

Give each child a chance to hear his name and answer at least one question. (Problem of absentees???) The recorder can be stopped instantly at any time the teacher deems necessary in order to give individual attention to a pupil. (183)

The tape gives all instructions and the students realize they must listen closely the first time since the machine does not repeat itself. This activity may also help in quickness of response, as the next question will be asked after a due interval, whether the student is ready or not. (Note that either the teacher needs to pace out the questions carefully, or be able to stop the tape while the child answers. A dual track tape would be ideal, so that the students answers could be recorded, and the whole lesson played back at the end to everyone's delight.) (Adapted from Charles E. Nicholson).

ORAL COMMUNICATION SKILLS

Voice Control Skills

TURN THE VOLUME UP! (Group).

To compensate for the lack of voice volume among many Navajo students, creative dramatics and a type of role-playing will aid. Here the student becomes an animal, or a peddler, or a cheerleader, or a machine--all of which must produce loud sounds to be effective. Small groups without audiences are best at first. Starting with short parts, students merely assume the role of their character like a dog barking. In the case of very timid students, use puppets. Here the students can "hide" behind a a stage while still using their loud voice. (184)

AMPLIFY THE SOUND (Group).

Echo chambers made by cupping the hands over the mouth or by humming through a cardboard cylinder aid in a more pleasing voice quality. Later, just plain humming can be done without the use of materials or hands. (185)

II-B

ORAL COMMUNICATION SKILLS

Functional Speaking Skills

A BANK OF WORDS (Group).

Have the class cut interesting pictures from old magazines. Let each child quickly tell you something about his picture. As he talks and you see the picture, quickly write down a list of words (for spelling and ideas). Child writes story about picture and reads story to class (Tuba City Agency). (186)

RABBIT HOP (Group).

Scatter picture cards face up on the floor. As the child jumps over one, he must say the name of the picture in English. (187)

PICK THE PICTURE (Group).

Give the children 3 picture cards (or more) to look at. Ask one child to pick one that he wants and then say it aloud. (188)

GRAB BAG (Group).

Place a set of picture cards on the chalk tray. Each player reaches in the bag and pulls out one picture. He must be able to say the name of the picture in English to "keep" it. (189)

SEE IT - SAY IT (Class).

When a new word is to be presented for the first time, the teacher can use objects as teaching aids. He may show the object to the class as he introduces its name. The size of the object should be such that it is easily manipulated yet clearly visible (Mattie Bellinger, Crownpoint). (190)

PICK A WORD (Small group or individual).

Have a decorated box (like a Jack-in-the-box) for younger children and a plain box for older students. In each box have word cards geared to the reading levels of the students. The student selects a word and then must make a short oral sentence using the word. Instead of sentences, short rhymes or songs can be used. (191)

WHAT'S MY LINE? (Group).

After a social studies unit on the community, an enjoyable speaking exercise is centered around guessing people's occupations. The teacher shows a large magazine picture of anyone and then gives a hint like "this person helps others" or "this person sells things." The students have ten tries to guess the line, but their questions must be in complete sentences and they cannot repeat a question which has already been asked. (192)

WHAT'S IN A WORD? (Group).

The teacher writes down several sentences on the chalkboard:

Please don't throw the ball.
Don't go into the house.
Will you stay here long?

The students take turns reading the sentence aloud and then they substitute the underlined word for another word that makes sense: (193)

Please don't throw the baseball.
Please don't throw the (doll).
(glass). All substitutes for
(litter). the noun "ball".

SUBSTITUTE IT! (Group).

The teacher says a sentence aloud and a student must substitute a word or a phrase:

Teacher: We will take a trip to the zoo. (194)
Student: We will take a trip to the bus station.

TEACHING A SONG (Group).

"Today we're going to learn a song. First, I will sing the entire song to you, then you will learn it. I'll teach it to you."

"I Gave My Love" (or "The Riddle Song")

1. Teacher sings, students listen. (195)
2. Students and teacher sing; students learn song.
3. Oral repetition of lyrics.
4. Questions and answers for comprehension:

(continued)

"What did I give my love?" (Students repeat)
"A chicken without a bone." (Students repeat)
"I gave my love a chicken without a bone." (Students repeat)

Pattern Practice:

(195)

Substitution: I gave my love a cherry without a stone
a chicken without a bone
a baby with no crying
told a story that has no end.
(Kenneth L. Owens).

SAY IT ANOTHER WAY (Group).

In oral discussions the teacher may want the children to change stories or sentences around. For example, a designated leader might say: "Tomorrow we will see a new movie." Then, a student might make a time change in the sentence by changing the tense: "Yesterday we saw a new movie." The next pupil might change the sentence further by saying more words: "Yesterday we saw a funny new movie called Bogan's Brush!" (196)

TRANSFORMATION EXERCISE (Group).

The teacher begins by saying a sentence: "I watch the teacher everyday. I watched the teacher yesterday." The children continue by making up their own sentences like "I finish my lessons everyday. I finished my lessons yesterday." Or the teacher can start by asking: "Did you stop at the post office yesterday?" Then the different students can ask similar questions like "Did you watch television yesterday?" (Miss Horton, Shonto School). (197)

EVALUATION PERIODS (Group).

Often in the areas of art, oral reading, and music, there are opportunities for students to constructively evaluate each other. Such sessions should occur daily between student and student. Example: "I like your finger painting because it is colorful and it has some interesting lines." (198)

PLANNING PERIODS (Group).

Students should share frequently in the daily lesson planning of the class objectives. The teacher could say, "Tomorrow we are going to begin a science unit on living things. How many ways could we find to make this unit meaningful?" (Miss Wilson, Many Farms). (199)

ORAL BOOK REPORTS (Group).

Divide the class into small groups and let each child tell about his book to his group, following an outline he has previously prepared. Be sure to encourage reporters to speak clearly and in complete sentences. Younger children can show a favorite picture or tell about a favorite part; older students may want to highlight certain aspects of the book (Lynda Voltz, Shonto School). (200)

CRITICAL SPEAKING (Class).

Poetry and film strips are often used to trigger both descriptive and emotional responses. Book reports are assigned in order to invoke in the students the idea that valid criticisms and honest opinions they may hold will be respected by both class and teacher. (201)

II-D

ORAL COMMUNICATION SKILLS

Creative Speaking Skills

FLANNEL BOARD STORIES (Group).

Children can cut objects out of flannel or felt material and then engage in oral story-telling. Also, pictures which have tiny scraps of felt glued to the backs will adhere nicely to the flannel board. How to make these? See Appendix. (202)

PUPPET TIME (Small groups).

Puppetry is an excellent device for getting young children to discuss problems or to portray stories or to imagine things. For example, if fights break out on the playground, a simple play using puppets might have a more lasting effect than that of a preaching teacher. (See Appendix for some simple types of puppets.) (203)

SHARING (Class: primary).

Bringing an object or a piece of news to share with classmates in an enjoyable activity for younger children. Each child is encouraged to tell about his item and then the others may ask him questions: "Where did you get your car, James?" (204)

MATCH ME! (Group).

Another speaking exercise following a study on community workers is for children to name these workers and tell about the work done by each person (Mrs. Gladys Zahner, Lukachukai Boarding School). (205)

I HAVE A ... (Group).

Home or classroom pets stimulate oral discussion. Answering questions about the care of pets, their life and death cycles, and their species, etc. can enliven the topics. Even making the sounds of the animals goes along with the theme of the topic as well as the sound production skills. (206)

RE-TELL IT (Group).

After hearing an interesting story, the students are encouraged to re-tell parts of it. They might indicate their favorite part, or tell it in the correct sequence of events (Mrs. Gladys Zahner, Lukachukai Boarding School). (207)

LET'S GO ON A TRIP! (Group).

The study of a nation, region, or state can be done in social studies by dividing the class into groups corresponding to the nations, regions, or states being studied. Each group finds information about its topic, and then reports to the class. Encourage the use of maps, pictures, and graphs in the report. (208)

ANIMAL TALK GAME (Group).

Many animal sounds are appropriate (chirp-chirp; baa-baa; ker-chug--ker-chug) for learning English sound production. The teacher either shows pictures or reads an animal story, and the children must imitate that animal's sound. (209)

STOREKEEPER (Group).

The object of storekeeper games is to actively engage in oral conversation to work on fluency and phrasing of speech. The teacher can set the stage for several types of imaginary stores: toy to grocery to trading post. Children, posing as customers, ask the storekeeper questions or ask to order merchandise. Example: (210)

Shoppers: Do you have some gum, some soda pop, and some packaged soup?
Storekeeper: Yes, I have all of those items.
Shoppers: Where do you keep the packaged soup?
Storekeeper: The packaged soup is in the middle aisle, on the top left-hand side.

II-D

ORAL COMMUNICATION SKILLS

Creative Speaking Skills

CHANGE IT! (Group).

While the students listen to the teacher (or a classmate) tell a brief story, they are to be thinking about how they can transform the story. Some students are then encouraged to re-tell the story by putting in their own ideas. (211)

RIDDLE ME THIS (Group).

All ages enjoy good riddles cleverly told and thoughtfully guessed. There are several riddle books in your school librar to help you begin this oral speaking and sharing fad in your room. room (212)

JOKE TELLING (Group).

Joke telling sets up a relaxed atmosphere of good humor. Taking turns at relating jokes or humorous experiences is beneficial as long as "ground rules" are established beforehand. (213)

SELL A BOOK! ! (Group).

Older students need to be encouraged to read widely. Because paperbacks are expendible as well as easily handled and stored, students can read them at whim. On completing a particularly interesting book, a student gives its highlights, therby whetting the reading appetite of his classmates. They in turn bid for his book. Example: Charlie and the Chocolate Factory is a book about a starving poor boy who meets with difficulty while exploring the mysterious chocolate factory; or, just imagine being able to scoop up chocolate any time you wanted! (214)

OPERATOR, PLEASE! (Small group).

In the primary grades a unit on communication will occur in social studies. This is a terrific chance to engage in imaginative phone conversations where calls could be placed to the governor, the senators, and even the President. These phone conversations can typify current problems whether at school or on the Reservation. (215)

ENGLISH TALKING TIME (Group).

Each child is given a chance to discuss their old and/or new experiences during an oral English talking period (Mattie Bellinger, Crownpoint). (216)

GO ON... (Class or group).

The teacher begins a story with a paragraph or with one line or more about a picture that is held up in front of the class. The class will continue the story until there is a suitable ending or every person has had at least one turn (Mattie Bellinger, Crownpoint). (217)

PANTOMIME GUESSING GAME (Class or group).

A student or a pair of students act out some sort of activity, occupation, or whatever can be related to social studies or science materials. The other students must supply the names for the actions. Older students can try a charade-type game where the acting-out person is timed and the class works in teams. (The charade-type game is better for older, more reserved students who may be reluctant to try something by themselves.) (218)

COMMERCIAL (Group).

Spur-of-the-moment talks are helpful in breaking down oral speaking barriers. Try putting various product names on pieces of paper. Each student draws a paper randomly and then must give a one-half minute impromptu talk trying to sell his or her product. Examples might be cereals, pop, milk, or cars. (219)

INTERVIEWS (Group; 6-8).

A community person or a business personnel director from a nearby town or city like Gallup might be invited into the classroom. Perhaps he or she could stage a few sample interviews orally engaging a few student volunteers. This may be altered in light of topics being discussed in social studies or science. (220)

ORAL COMMUNICATION SKILLS

Creative Speaking Skills

EXPLAIN YOUR POSITION (Class or group

Use a discussion group, a panel, or an informal sitting-on-the-floor session. A type of role-playing centered around a typical social problem aids in critical expression skills. For example, you might choose the "drop out" issue for role-playing. Once this problem is acted out, the end is left unsettled; therefore, each discussion or group member must explain his position for the solution. (221)

THE REPORTER (Group; 6-8).

Getting oral expression on a topical event may be easier through the interview device. Choose an outgoing student to be the "reporter." He is assigned the task of taking an oral opinion survey on some current event issue. "What do you think of _____?" These oral opinion polls could be transcribed on tape or in a class newspaper. (222)

ROLE-PLAYING (All grades).

Vary the difficulty with the grade level. The teacher makes up a hypothetical problem. The class must discuss the problem and act out their conclusions. Honesty is emphasized. "What would you really do if you saw a friend cheat on an exam?" (223)

YOU SUPPLY THE CLIMAX (Class; all grades).

A mystery story is told or read. The children make up their own climax. (224)

ENDINGS (Class; 4-6).

Children read a story that has an up-in-the-air ending. They discuss the various ways they want the story to end and tell why they selected that particular ending. This activity can also be used for writing. (225)

RELATE IT! (Group).

Children of all levels should be encouraged to tell about personal experiences such as field trips taken or things they do over vacation periods. Later these personal experiences can be recorded on tape or on a reading chart. (226)

STORY OF A BOOK! (Group).

Dramatize the life of a book by having the students act out the positive and negative ways of using a book. Examples: how to turn pages, how to use the index and/or the table of contents, and where to store the book. (227)

POETRY DISCUSSION (Group).

Talk about a poem; use simple poems at first. Discuss its mood, meter, rhythmic quality, and message. (228)

SPEAKING CORNER (Small groups).

Conversation or speaking corners in primary rooms can consist of sound charts, phonetic games, poem books, simple puppet theatre, and tape recorders. For older students, a "conversation pad" might use a radio, a phonograph, a speech box with ad-lib games, poetry books, and controversial topics for debate. (229)

ASK THE TEACHER (Group).

Instead of the teacher asking all the questions, every so often the students should have a chance to ask their teachers questions. These question-asking sessions should be kept informal and relaxed. (230)

TALK TO ME! (Individual).

Before school begins in the morning a certain child (take turns) comes in for a brief chat with the teacher. This is an excellent way for the teacher and student to build rapport in a relaxed speaking environment. In cases where shyness exists, more than one student may come in and help the teacher with "chores." A lot of (231)

(continued)

incidental speaking can occur when everyone is busy doing a little work here and there (Miss Wilson, Many Farms). (231)

MAKE IT ART! (Individual).

Many Navajo students take pride in the different art media like weaving, clay modeling, and beadwork. Several students might be encouraged to demonstrate, orally, their particular "process" to the class (Miss Wilson, Many Farms). (232)

TELEPHONE PRACTICE (Group).

Two children engage in a "telephone conversation" about a specific subject such as studying together, inviting one another over for a party, and taking a message for other family members. These conversations can be practiced ahead of time or they can be done informally (Betty Smith, Tohatchi Boarding School). (233)

PANELS (Four to six pupils plus an audience).

Preparation of health or social studies reports can be done by forming panel groups. Each panel member prepares his material ahead of time. Make sure the topics are both interesting and pertinent so the panel doesn't become lifeless. Panel discussions are another means of opening the avenues for more oral communication. (234)

PROGRAM PICK-UPS (Groups).

Planning a class or a school program around a special social studies theme or holiday can add to the students' speaking confidence. One or more pupils can serve as "masters of ceremonies" while others can take on shorter roles. (235)

TALENT SHOWS (Groups).

Taking advantage of musical groups, drama groups, skit talents, or dancers can be beneficial to extending speaking experiences. (236)

CHEERING ASSEMBLIES (Large groups).

What a terrific way to enhance the speech and voice sounds. The students learn to respond spontaneously for their school teams. (237)

DEBATE (Teams or individuals).

In social studies current topics often spark debate. Guidelines for the debate should be established by the students and the teacher. After the topic has been thoroughly investigated, it should be organized on notecards which are, in turn, cataloged. Debate rules, such as time alloted for opening and closing arguments, should be adhered to. (238)

DISCUSSION (Group).

Again using current social studies topics--investigating these topics--and then orally discussing them will enhance the students' enthusiasm for the topic. (239)

BOOK DISCUSSIONS (Groups).

Reading topical and even controversial books can bring together varying viewpoints. Communicating orally about a common book can be useful as well as stimulating for the participants as well as the listeners. Procedures and booklists for such discussions should be at the discretion of the individual teachers or administrators. (240)

APPENDIX

FLANNEL BOARDS:

Materials: 1/4" thick plywood or heavy scrap cardboard.

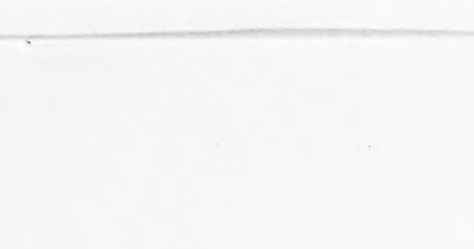
Cover board with felt or flannelette; adhere with glue or staples.
Size of the board is optional:

Small lap size	8" x 10"
Medium	18" x 24"
Large	24" x 36"

PUPPETS:

A. Stick Puppets

Materials: popsickle sticks or tongue depressors; heavy paper or cloth scraps; glue.



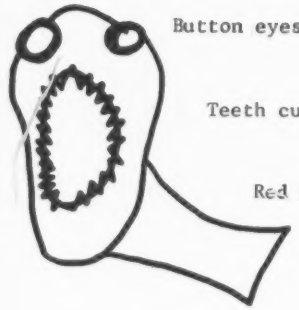
B. Finger Puppets

Materials: paper; glue; crayons.

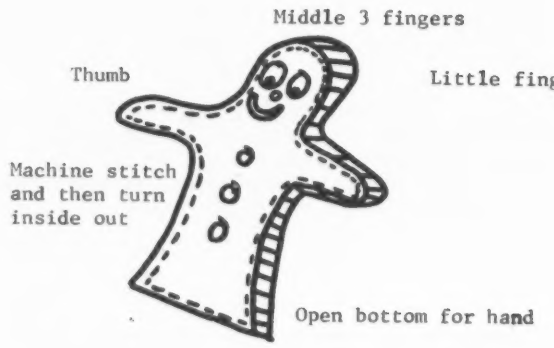
Make the same way as the stick puppets but make the head size fit in proportion to your finger size.

C. Finger Puppets (second type)

D. Sock Puppets



E. Material Puppets



"I GAVE MY LOVE" or "THE RIDDLE SONG"

1. I gave my love a cherry without a stone,
   I gave my love a chicken without a bone,
   I told my love a story without an end.
   And I gave my love a baby with no crying.

2. How can there be a cherry without a stone?
   How can there be a chicken without a bone?
   How can there be a story without an end?
   And how can there be a baby with no crying?

3. A cherry when it's blooming it has no stone.
   A chicken when it's in the egg it has no bone.
   The story of that I love you it has no end.
   And a baby when he's sleeping, there's no crying.

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CLAPPING GAMES (Group).

The teacher claps a certain pattern like clap-clap-clap-clap. The children listen and then follow the same pattern. This same activity can be extended by using more difficult patterns. (241)

THE NON-RHYMING WORD (Group).

The teacher pronounces a series of words, most of which rhyme. The children clap their hands when a non-rhyming word is heard. (242)

Examples of words:

boat, goat, coat, ate
tick, Rick, Nick, sick, lick, toe, kick
bat, rat, Sam, fat, tat, mat, at

COMPLETE THE RHYME (Group).

The children complete aloud very short rhymes begun by the teacher. Some examples that can be used with pictures:

She put on her shoe,
And her foot turned _____. (blue) (243)

He turned his sled
Into a sleeping _____. (bed)

LEFT-RIGHT PATTERNS (Class).

Prepared ditto sheets on which children must follow a "path or line or shape" from the left side to the right side are useful.

(244)

EYE CONTROL, STAGE ONE (Small group, sitting on the floor, in a straight row, facing straight ahead).

It would be helpful to have two adult aides for this activity or two older children to help you. If aides are not available, select two children who are well-disciplined to help you.

X X'

First Aide Second Aide

X X X X X X X X X X

(children sitting)

T Teacher, who observes.

(245)

The First Aide rolls a large rubber ball in a straight line to the Second Aide. The children are instructed to sit straight with their legs crossed, hands in their lap. They are not to move their heads; they are to move just their eyes in order to follow the ball as it is rolled. Then the Second Aide throws the ball back to the First Aide and the activity is repeated. Later a smaller ball should be substituted for the larger ball, and the distance can be extended a little more. It is better to do this eye control just three minutes a day with each group, rather than doing it for a long period of time just once a week.

EYE CONTROL, STAGE TWO (Small group, seated the same way as in Stage One).

This time the children hold their hands straight out in front, lifting up both thumbs. The aide calls out, "eyes up" and the children look at their thumbs. The aide then says, "eyes down" and the children look down at the floor. The other aide watches the children to make sure that they are focusing correctly without moving their heads or thumbs. As the children get better, the speed can be increased. Again, do this no more than three minutes per day.

(246)

EYE CONTROL, STAGE THREE (Small group, same procedure as above).

red green

blue yellow

X X X X X X X X X X

(children)

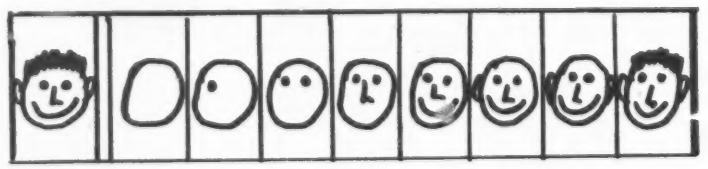
(247)

Tape four pieces of colored construction paper (8" x 10") to the wall. Use blue, red, green, and yellow pieces. Tape them so at the beginning they are not too far apart. Then the first aide calls off the colors in order, slowly, going from the left to the right side. Then she calls off the colors randomly (doing so slowly). She will increase the speed as the children gain proficiency at following the directions with their eyes. The other aide will check to make sure that the children are using their eyes correctly. Later the colored paper should be changed around and the distance between each piece should be extended. These eye control exercises should aid eye span in reading.

FINISH THE PICTURE (Class).

Children can finish the pictures and/or color each part of the incomplete picture until the addition on the last picture matches the one on the right side. Be sure to have the children point to each picture first in order to get the idea.

(248)



TEAR IT (Class).

Taking a sheet of newspaper, have the children tear it with you, starting on the left side and going as straight as they can to the right side. This exercise can be repeated again and again with the same piece. Later on they can cut the paper with scissors. When they are through with the newspaper, have them press it into a ball and try tossing it into a wastebasket. Thus, three objectives are planned for: left-to-right orientation; hand muscle control; and visual acuity. (249)

PUZZLES (Group).

Large wooden puzzles--picture types are very helpful in developing visual awareness of shapes and matching pieces. Later, let the children make their own by coloring a large picture on heavy tag-board. When they are finished, tell them to cut their picture into six or eight pieces (you demonstrate first). Next, let them put their picture together.

(250)

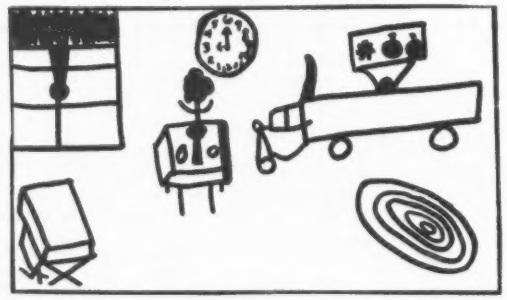
TRAY OF OBJECTS (Class).

Show each child a tray of familiar objects like some beads, a pencil, a hat, a book, a shoe, a pop bottle, and so on. After everyone has had a chance to view the objects (10-20 seconds per person), cover the tray with a cloth and then see how many items the children can remember. This activity can also be used with objects in a picture. (251)

WHAT'S WRONG? (Class).

Distribute copies of a nonsense picture where the children must circle everything that doesn't belong or isn't correct.

Example: A Schoolroom



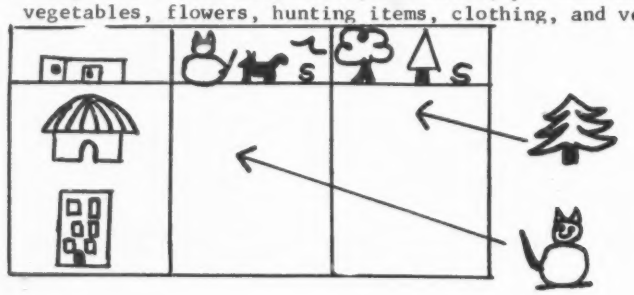
(252)

WHAT'S MISSING? (Class).

Set on the chalktray or in the pocket chart several pictures. Let the children review each one and then ask them to stand up, cover their eyes and turn around. Quickly remove one picture and then let them see if they can remember which picture was hidden. Later, change the picture order or vary the activity any way you wish. (253)

CLASSIFY THE OBJECTS! (Group).

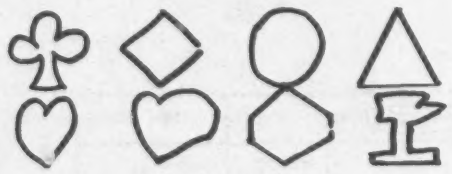
There are many classification games that young students can take part in during their readiness-building period. The child sees the object on the top, then he must, on the basis of the top picture clue, paste similar pictures under the original. In addition to categories of animals, homes, and trees, you can also include vegetables, flowers, hunting items, clothing, and vehicles.



(254)

MATCH THE SHAPE (Group or individual).

You can easily make a box of shape cutouts like the following:



(Inside cover of an old nylon stocking box)

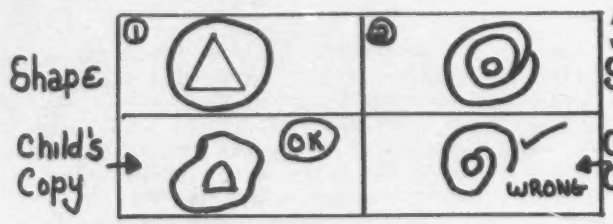
(255)

Then the child matches the correct shape to the cutout shape. Later more difficult shapes can be used, or use letters.

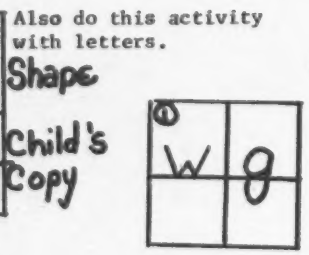
h m r
t s k

COPY IT! (Group).

Starting with easier shapes, have the children copy the shape exactly as they see it. Example:



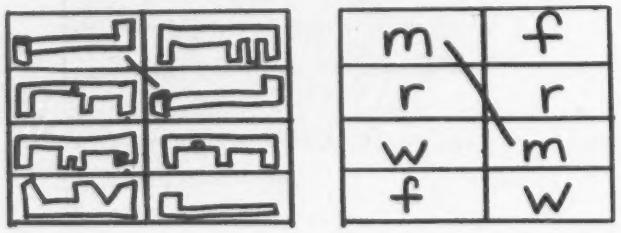
Also do this activity with letters.



(256)

MATCHING LIKE SHAPES (Group).

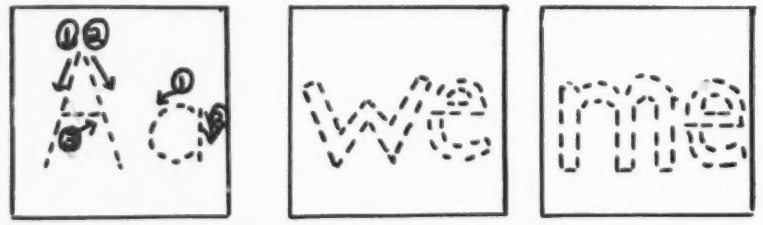
Distribute copies of a similar exercise and have the children draw a line from the shape at the left to the matching shape on the right.



(257)

TRACE THE DOTTED LETTERS! (Individual).

Tracing letters inside dotted "paths" (later words) helps some children get the "feel" and the "look" of the word.



(258)

LETTER DISCRIMINATION EXERCISES (Group).

Seeing likenesses and differences between letters will aid in early reading practice.
An example:

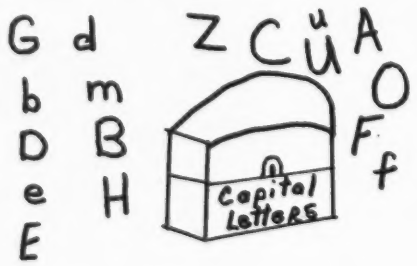
b	b	d	p	a	b
g	p	q	d	g	g
e	o	a	e	f	e
n	m	n	w	u	n

Circle the matching letters.

(259)

LETTER DISCRIMINATION GAME (Group or individual).

Children are given a sheet of paper with a game like this one:



They are instructed to circle all the capital letters that belong in the chest. The game can be changed for lower case letters. This activity is a further step toward recognizing the differences between letter case.

(260)

WORD DISCRIMINATION EXERCISES (Group).

This sample deals with seeing likenesses and differences in words. Draw a frame around the matching word.

me	[me]	you	he	[me]
you	to	me	see	[you]
here	[here]	he	help	

(261)

FINDING LOOK ALIKE WORDS (Group).

Young readers enjoy a good hunt, particularly when the hunt involves some thought. Hide around the room many familiar reading words. Then give each child in a particular reading group (if groups do not exist, select ten children) a different word card. They hunt for a word which is nearly the same as the card they hold. Then the look-alike card is found and successfully read, the "holder" can keep it: hand--band and shy--sky.

(262)

PHRASE DISCRIMINATIONS (Group).

The last step of seeing likenesses and differences should be with the use of phrases.

to go	(to go)	you go	no go
I see	I can	I come	(I see)
look here	you look	(look here)	I look

Circle the matching phrase. (263)

I-C

READING READINESS SKILLS

Oral Language Readiness Skills

TELL IT.

Encourage children to tell about what they saw on the way to school. If they live in a boarding school, have them tell about what they do in their free time. (264)

WHAT IS IT.

Hold up some known and some unknown objects and let the children take turns telling what it is. In the case of the language barriers, let the classroom aides help out with translation. (265)

AN ENDING.

Read a familiar story to the children and let them make up their own ending. (266)

ORDER IT.

Having read a familiar story to your class, let them take some pictures which you have cut out of a similar book or have drawn and place them in the correct sequence of the story. Then they retell the story sequence. (267)

GUESSING GAMES.

Any type of guessing games should be used frequently. Ideas include guessing what is inside a box; under a chart; in a paper bag; in a hand; in the kind of book; on sounds heard on a record or tape recording. (268)

ACT IT OUT.

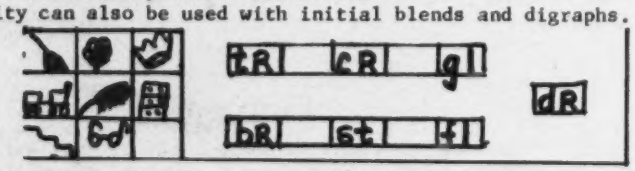
Dramatization of stories, of situations, and of physical game activities helps to bring out the more reserved children. (269)

BEGINNING SOUND CHARTS (Individual).

When a certain sound is being focused upon, make a large chart with the sound name and one picture that begins with that sound like /Ff/ family. Children can then come up and add words that they discover begin with the same sound. These words may come from their reading lessons or may come from other sources. (270)

MINI-MATCH CARDS (Individual).

This activity helps the student review initial consonsonant sounds and recognition of both letter cases. Match the initial sound card to the picture that belongs with that sound. This activity can also be used with initial blends and digraphs. (271)



Use tagboard for sturdiness; laminate cards for lasting use.
Note: Both cases are used for initial consonant and vowel sounds.
Bb Kk

DRAW IT (Class).

Child draws a picture of an object that begins with the sound of a given consonant or vowel. Child could fold paper in fourths, then draw pictures according to the teacher's directions. (272)

COPY AND LABEL (Class).

Draw a simple scene on chalkboard. Children copy it and label each object with the correct beginning sound. (273)

SOUND BLOCKS (Class).

As each consonant sound is studied, the pupils draw a picture of something beginning with that particular letter. These pictures are then cut out and pasted on a large sheet of chart paper, which is displayed until the next letter is introduced. Two of these pictures are saved and pasted on a picture cutout made to look like a square block. The block is cut from a piece of construction paper. On top of the block, the letter being studied (capital and lower case) is printed with dark lines after the block is completed. It is mounted on a bulletin board. Each new sound thereafter is mounted on a different shade and added to the board until there is a large, colorful pile of blocks, including all beginning consonants. The sound blocks serve as excellent teaching tools. (274)

DRAW ACCORDING TO DIRECTIONS (Class).

Teacher instructs children to "Draw a tree with big leaves. Fill the leaves with pictures of words that begin with the same sound as _____ or words you know like_____." (275)

ALPHABET BOOKS (Class).

Each child uses a commercial book of blank paper or makes one from loose paper that is stapled or taped. The children mark appropriate beginning sounds as they study them, one sound per page. They add pictures for words they learn that begin with various sounds. Later on, books may be put in alphabetical order. This can be extended. (276)

ITEM MATCH (Class).

Different beginning letter sounds can be the theme of the week. Example: Child folds large piece of green construction paper in half, then cuts out pattern or shape of watermelon on the fold. He opens it up and fills it with things that begin with Ww sound, like "watch," waterfall," or "well." Game: A child is "It" and says, "I'm thinking of something inside my watermelon that a bird has." Answer: wings. This same game can be used for other beginning sounds. (277)

MAGAZINE CUTOUT (Group).

Have a large number of magazines on each set of desks. Children go through them looking for pictures (later words) that begin or end with certain sounds. Cut these out and paste them on large paper or chart. (278)

CHART PASTE-ON (Class).

Children make three large items on newsprint. They cut these out and paste them on a large classroom chart that is divided into three shelves. (279)

SHARING SOUND TABLE(Class).

Children bring one item from home that begins with a sound being studied. The other children try to guess what it is If they guess correctly, the item is left on the "sound table." (280)

RECORDS (Class).

Some records with singing games emphasize one or more sounds. Example: The Raggle Taggle Town Singers. Children become familiar with them, then they sing or act out the song. This gives them some beginning sound assistance. Or this provides a follow up to the sounds learned. (281)

PUPPETS (Class or group).

Hand puppets, stick puppets, stocking puppets, sack puppets. Children make one for each new beginning sound learned. Example: Monkey for the Mm sound; then the monkey can talk about only magic "Mm" things. (282)

VOWEL EXERCISE (Group).

The teacher can find countless vowel exercises to illustrate the particular vowel sound(s) being taught. One such exercise is having the children identify the vowel sounds by underlining them in words. Example: (283)

he read sun
him rode day

VOWEL GAMES.

Each child makes five small picture cards, each beginning with one of the short vowels. Example: apple; octopus; umbrella; elf; and Indian. The leader says, "I am thinking of a picture." Later, omit the pictures and play from "memory." This activity should be extended into the reading lesson whereby the children look for words that have a given vowel sound in them. (284)

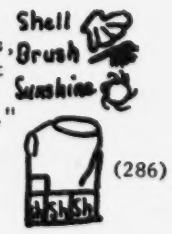
REMEMBER THESE VOWEL SOUNDS? (Class or group).

Divide a large sheet of butcher paper into ten vertical rows--each row headed by the five long and short vowels. The children then add words which they come across that have that particular vowel sound in it. This sample is incomplete. (285)

a	e	i	o	u	a	e	i	o	u
ape	eat	ice	oh						
	beet		so						
			row						

PLACEMENT OF SOUNDS (Class).

To distinguish the placement of sounds when learning to read words, have handy a three pocket apron. Designate the pocket on the left for the "beginning sound pocket"; the middle pocket for the "medial sound"; the pocket on the right side for the "final sound." Next, take a series of picture cards that emphasize a certain sound like the "sh" sound. Have a child place the picture in the correct pocket. (286)



MEDIAL VOWEL SOUND DIFFERENCES (Class or group).

When all the short vowel sounds have been taught, try giving youngsters the following context reading exercise: Place on the chalkboard an unfinished sentence. The children must select the best word from three words--all three words being the same except for the medial vowel. (287)

I want my pet _____ to eat.
(cut, cat, cot)

She _____ her girlfriend at the Trading Center.
(met, mat, mit)

ROLLING SNOWBALL (Class).

To help children learn that sounds are combined to form words which convey meaning, the teacher draws a picture of a mountain. She then draws a picture of a snowball rolling down the mountain with the first syllable written on it. She shows other snowballs with the rest of the syllables below the first. At the bottom of the mountain, the sounds combine to make a word--a word which the students say aloud. (Tohatchi Boarding School.) (288)

CAN YOU READ IT (Primary group).

Take a word (not from child's reading vocabulary) and see if he can sound it out. Make the word fit the phonetic principles you have already studied or else the child may become frustrated. (289)

BLENDING SOUNDS TO PRONOUNCE UNKNOWN WORDS (Group).

Children can use the following exercise to blend sounds in order to pronounce unknown words. They simply read the word on the left, then they write or say the correct sound and look alike word in each sentence. (290)

bright
flight
blight
fright

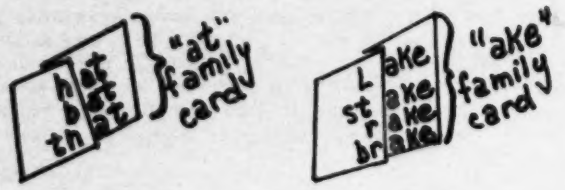
He shook with fr_____.
The star was br _____.
The bird was in fl_____.

PHONIC GAME CORNERS.

The abundance of phonic games is overwhelming. Teacher-made items are not difficult, but require quite a bit of spare time. Gradually simple phonic games should be introduced to the class or reading groups, so the students will know how to use these items. Such phonic games should be introduced according to the sequence which is best for your class. (Suggested phonic games under listening and speaking activities as well as in the resource bibliography.) Have areas with sound boxes; sound matching cards; phonic show me cards; word-building board; phonic lottos; sound bingo and so on. With each pupil participating in games on his level, the phonic skill building will be certain to enhance the reading ability of most students. (291)

BEND-A-CARD (Group).

The student(s) takes out a card which emphasizes a certain "family-of-sounds." He then tries to read all the words on that card to his partner. If he misses a word, then his partner takes over--but if he successfully reads the words he picks another card. When time is up, the student with the most cards wins.



FAMILY BOOK (Class).

Around twice a week concentrate on two "word families." (This activity can be done after all the vowel and consonant sounds are taught or this activity can be correlated to a particular vowel sound being taught.) The student writes and then reads the name of the word family at the top of his page. Then he writes as many words as he can that are related to that particular word family.

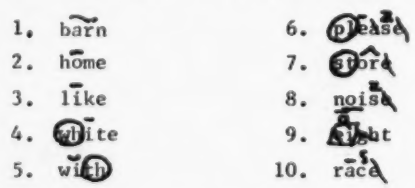
ight	ad
flight	mad
right	sad
night	glad
sight	tad
tight	fad
bright	

RHYMING DIPHTHONGS (Group).

Words that have "oi,""oy," and "ou" and "ow" are learned in beginning readers; thus easy recognition exercises like rhyming games will help:

WORD OPERATION.

List 10 to 20 reading vocabulary words. Have the children copy them and "operate" on them by circling letters that go together and marking the vowels. Later correct the papers in class, each child doing his own paper to see his errors. Example:



Remember to have the marking system that you use in your school made available to your students before engaging in the above "operation." (Contributed from a BIA school.)

SCRABBLE IT (Grades 6-8 or higher) (No more than four in a group).

You need scrabble type boards and tiles or cardboard playcards and tagboard squares with different letters printed on each. Each player has a turn whereby he must build meaningful words from his "tiles" or squares. He receives so many points for the word that he builds each time. He is also allotted so many tiles or letter squares for each turn. Each new word must be connected to an old word already on the board. (See appendix for example.)

(296)

ONE AND TWO SYLLABLE WORDS IN READING.

Explain that children can hear the difference between short and long words because short words have only one part as a rule, and long words have more than one part. The teacher models various reading words as children come to them in their lessons. For example: the teacher says the word "wagon." As the children say it, the teacher shows them how to make a loose fist and push forward first with the right fist and then the left fist as they say the two syllables. After each example the children say "two syllables." Then introduce reading words with just one syllable and the children will soon discover that they are able to push out one fist (left) in words like "car, hen, door, and train." Added practice will reinforce the concept of word parts and word wholes. (Shonto School, Ruth Smith).

(297)

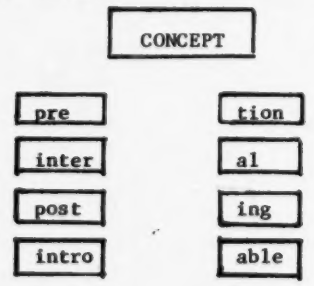
DIVIDE THAT WORD!.

In order for children to read a word with two syllables, they need to know how to find the parts, thus the how of dividing long words. One method for teaching this concept is using the double letter words like "rabbit," "carrot, " "batter" and so on. For instance, write the word "rabbit" on the board and let the children name the letters which are just alike. Next write the letters: /bb/ /dd/ /ff/ /gg/ /ll/ /nn/ on the board and explain that these are the double consonants which may be found often in two syllable words. Let the students discover through their reading word examples, words that have more than one syllable may be divided between double consonants. Word cards like those below are appropriate for dividing words between the double consonants. (Shonto School, Ruth Smith).

(298)

ADD IT! (Group).

Reading root words and adding to them are important when extending one's reading vocabulary. Several games can aid here such as a word board with root word cards.



(299)

Then the student adds a prefix and a suffix to the root word upon which the altered meaning of the word is discussed.

MAKE MORE WORDS (Group or individual).

One student places the correct prefix and suffix cards in the blank and then reads the entire word aloud.

--equal	farm--	un	er
--common	work--	un	er
--reasonable	buy--	un	er
--happy	open--	un	er

(300)

READING WORD ENDINGS (Group).

Adding suffixes to words are important to reading; therefore, let children choose from words which "sound correct" in their reading exercises.

(301)

I can _____ this story. (read, reads)

Yesterday while I was _____ a book (read, reading)

WORD ENDINGS (Group) (Note: use only when children are ready.).

Having learned various word endings like -er, -es, -est, -s, -ing, -ed, and so on, give the students exercises to develop their ability to analyze the structure of words. For instance, have them add -s, -ed, and -ing to the end of the word "turn."

turn: turns turned turning

Next have the students try their "new" words in the correct meaning "slot!"

Yesterday the man_____ his truck around.

He is_____ right at the end of the road.

He_____ around every time he talks.

(302)

FIND THE COMPOUND WORD (Group).

Provide children with a picture dictionary. Have them search through it looking for compound words. Then give each child a turn to share his words or to illustrate them.

(303)

"BIG WHEEL ENDINGS" (Class) (Note: Use when children are ready.)

The way a word ends is crucial in reading. Learning these word endings is often a difficult task for the Navajo student. Therefore, a large wheel constructed from tag board can be a useful aid. Words (nouns, verbs, or adjectives or all three types) are printed along the outer edge of the circle. In the middle are five large pointers (similar to clock hands or arrows) which bear the endings: s, est, ed, ing, and er. The student moves the pointer with an ending suitable for a certain word and then reads the word in its total form: (Big + est = Biggest). Variations to this activity can be used with this large wheel. (See Appendix for construction of the "Big Wheel.")

(304)

COMPOUND WORDS (Group).

Being able to analyze the structure of compound words is important in reading. Have a deck of word cards turned upside down on the floor. Taking turns, the first person picks a card from the pile and reads it aloud. Then he or she combines the word with one on a pocket chart to make a compound word. Example:

stop	after	dinner	base
pocket	gold	class	rattle
			knife
			noon
			room
			fish
			day

Pocket Chart

(305)

LOCATING COMPOUND WORDS (Group).

Using a dictionary or a reading book, ask the students to make a list of all the compound words they read. The reading selections should be randomly chosen in order to provide a variety of words found by each group member. Example: On one page (page 540 of Webster's New World Dictionary, 1955 edition) these compound words were located: fieldfare, field piece, fieldsman, fieldwork field worker, fiendlike, Fifeshire, figeater.

(306)

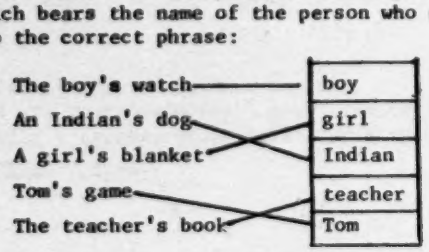
CONTRACTIONS (Group).

Reading contractions is another means of analyzing words. In this exercise have the students read the contraction and then match it with the word from which it was contracted:

(307)

POSSESSIVES (Group).

The more practice the Navajo student has in both reading and analyzing the possessive form, the better he will be able to understand what he reads. One independent activity is placing the word card which bears the name of the person who owns the items next to the correct phrase:



(308)

The word cards can be made from small index cards; the phrase cards, from tagboard pieces about 9" x 12" or larger.

FINDING SMALLER WORDS IN BIG WORDS (Group).

It should be noted that there is a danger here of applying this skill too often; hence confusion with words like: want--ant; care--car. In other words, the letter order carries through but not the letter sounds. Therefore, use this activity carefully and discriminately. Ask the children to find as many little words as they can read in the bigger word. Examples:

(309)

manage [man] [an] [age]
hairstyle [hair] [air] [style]
fabulous [fab] [bus] [us]
orange [or] [an]
(don't permit range.)

WORD PYRAMIDS (Group).

Select a noun, and then have the children fill in the group of lines with appropriate adjectives.

(310)

READING SHORT SENTENCES (Group).

The idea of a sentence is often confusing to early readers. To develop their awareness for reading and understanding sentences, begin with two-word sentences. Let the children read these and then illustrate what they mean.

(311)

Rabbits hop.
Trucks stop.

Children jump.
Men work.

WORD SENTENCE RACE.

Make sets of word cards each of which can be arranged to form a sentence. Distribute a set to each child or team. Have a race to see which group arranges a sentence first. The team or individual will orally read the sentence. (Contributed by an area teacher).

(312)

SENTENCE RUMMY.

You will need one set of Dolch Phrase Cards for two to four players or two sets for more than four players.

Shuffle the cards then deal each player ten cards. Place remaining cards in a pile and turn the first one over. As play begins one player picks either from the stack or the face up pile and then he discards a card. Each time a card is picked up, one must be laid down, face up, on the "discard pile."

(313)

The object of the game is to lay down cards in sets of sentences and use all the cards before the other players run out. When one player runs out, he gets one point for each card in the other player's hand.

(continued)

All sentences must be correct and have three or more cards. If an improper sentence is put down, that player must draw four more cards. (From an area teacher).

(313)

SCRAMBLED SENTENCES.

Taking sentences from the students' reading book, copy them on large oaktag strips or on dittoed heavy paper. Make sure the sentences are scrambled up so the children have to reorder them to make sense.

(314)

went | from | home | He | early | school

He went home from school early.

RHYMING WORDS THAT FIT THE CONTENT (Group).

In order for students to recognize letters and combinations of letters the teacher can use sets of rhyming words to fit the content. Example:

(315)

BOW ROW

In her hair she put a _____.

The men on the boat will _____.

Also use pictures for this activity.

FINDING THE "TRUE" WORD (Group).

The students are instructed to read the sentence and then write or say the word that makes the sentence true or correct. Example:

(316)

He saw the sheep eat _____.
(pass, grass)

Later extend the choices:

She could see the horse eat _____.
(day, pay, way, hay)

LABELS (Class).

Certain objects in the room can be labeled by words, phrase or sentence. For example, over the calendar write the sentence "Today is Wednesday." Change the word daily. (Kaibeta Primary Boarding School). (317)

"WH-MEANING PHRASES."

Teach the meaning of phrases that tell or ask when, where, what. An example might be, "I went to town in the morning." The underlined phrase tells when "I went." Words that begin with wh are indeed difficult for beginning readers, so the more sentence-meaning clues, the more meaningful these words become for each student. (Ft. Defiance Agency Committee and others). (318)

CONTEXT PUZZLE (Class or group)

When learning to read new vocabulary words which are often synonyms for an easier word, this puzzle game can be of help. On a large piece of chart paper print sentences like the following ones:

Pete ran	fast	to the bus.
Aaron saw a	bad	animal.
Charles found a	good	book.

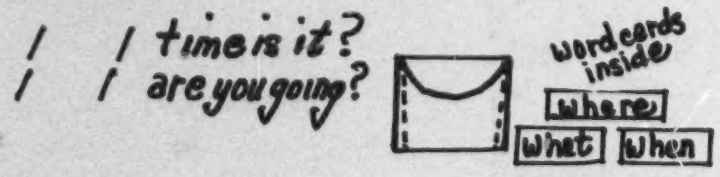
(319)

Have available "replacement" words nearby. Children then take turns reading each sentence using the new vocabulary word in place of the "tired" word.

FUNCTION WORDS (Group).

Some of the most difficult early reading words are function words like what, want, this, that, where, when, who, and why. The more these words are used, the easier they become. Have on hand a permanent pocket chart where these words can be used and read in phrases.

(320)



ENRICH READING VOCABULARY (Group).

Let students read and respond to similarities in word meanings. Print or ditto worksheets which ask the student to circle the word that means the same as the underlined word in the sentence:

(321)

He permitted the man's entrance into the club.
allowed prevented

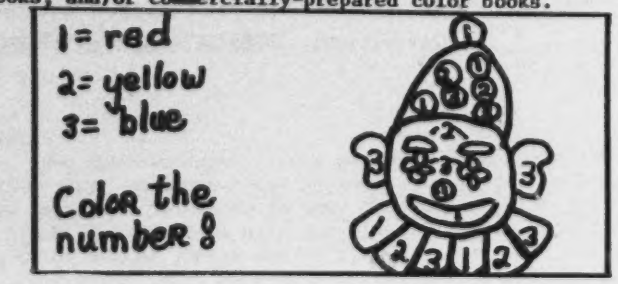
He proceeded to play the drum loudly.
struggled continued

I will survive this crisis.
succumb outlive

WORD DISCRIMINATION (Group).

For early readers, color words can be fun to learn. An example of one color word exercise is featured below. For more ideas see readiness books, game books, and/or commercially-prepared color books.

(322)



WORD DIAL (Groups).

To focus on troublesome reading words, construct a large word dial like this example:

(323)

Each student takes a turn and spins the "dial." When the dial stops on a word, the student must pronounce it and then use it in a sentence.

CLIMBING THE BEANSTALK (Group).

Draw a beanstalk on the chalkboard and put a new vocabulary word on each leaf of the beanstalk. At the top of the beanstalk, draw a circle and write "pot of gold" inside the circle. Each child in the reading group gets a chance to start at the bottom of the beanstalk and try to climb to the top to reach the pot of gold. If he reaches the pot of gold, put his name at the top of the beanstalk. (Tuba City Agency.)

(324)

CLIMBING THE LADDER (Group).

Draw a ladder on the chalkboard and put one vocabulary word on each step of the ladder. The children in the group each get a chance to start at the bottom of the ladder and climb to the top. If they reach the top, put their name on the board and put a star by the name. (Tuba City Agency).

(325)

Word Recognition

SIGHT VOCABULARY.

Labels: Word cards and/or labels can be placed around the room and children are asked to match them with the correct object or the matching word. The child is then asked to make a sentence using the word. This can progress into sentence cards where the child may keep the card if he can read the sentence. (Fort Defiance Agency Language Arts Committee). (326)

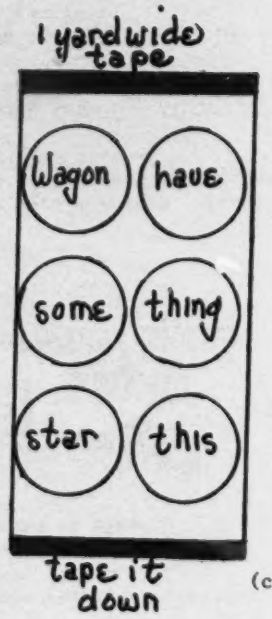
BUILDING SENTENCES FROM READING WORDS (Individual).

Another independent activity that is excellent for building sentences involves a small pocket-holder and word cards. First, let students practice building sentences from reading cards on their book level. Next, when the student has confidence in building meaningful sentences, suggest that he try making up a short story based on three or four sentences. (327)

Keep the word cards in a file box (metal recipe size) alphabetized by the first letter. Then the student can find and put away each word with ease.

WORD TWISTER (Group, no more than ten members).

Prepare a "butcher-paper" twister game like the following sample:



(328)

(continued)

The teacher becomes the "caller" until the children become adept at the game. Words in the circles should be words which are particularly troublesome from the reading books. The teacher takes turn choosing one child at a time (later two children can do it together as a variation). The child stands at the end of the twister game sheet which is placed on the floor. Then the teacher may give the following directions to the child:

Place your left hand on the word, "wagon."
Place your right foot on the word, "thing."
Place your right hand on the word, "Some."
Place your left foot on the word, "star." (328)

If the child uses the incorrect hand or foot, or if he fails to place his hand or foot on the correct word, or if he falls down, then his turn is up and someone else gets a turn. Once the children "catch" on, let different children call each direction, so more reading practice ensues on the part of the entire group.

"DON'T KNOW"--"KNOW"--"REALLY KNOW" (Individual).

Whenever a student has difficulty with a word, write the word on a card and give it to him. Each child can have three separate piles of words: one pile consists of words he doesn't know; another pile consists of words he has learned; and the third pile has all the words he knows at a flash! Children can work in pairs with their word cards, testing each other. (329)

YOU'RE "IT".

Using pre-made word cards directly from the reading vocabulary of a particular group, have a word drill that really holds the attention of all. The quick recall of words will sharpen the children's reading vocabulary. The method is simple: arrange chairs in a semi-circle. Appoint one child to be "IT." "IT" gets up and stands behind another group member. Both "IT" and his choice look at the teacher until he flashes the word. The first child to read the word correctly aloud is "IT." This game repeats itself and adds a great deal of stimulus for slower readers. (330)

EXTENDING VOCABULARY.

Charts placed in key areas around the room can be used for building reading vocabulary. Simply start with a general word like "FLOWER" or "FRUIT." Then let the students come up with their own words which depict the same noun. (331)

HELPERS (Group).

Divide the class into several groups with a balance of more advanced readers and slower readers in each group. Give each group a pack of troublesome reading words and challenge them to help each other. Do this activity about ten minutes a day. Be sure to have a "master" list of words for each child, and check off each word as it is learned. This exercise will benefit the slower readers and will encourage the advanced readers to learn new words. (332)

FUN JINGLES (Class).

In early reading, certain "function" words present a problem to students, particularly for children who learn English as a second language. (Function words are words like this, the, that, what, why, want, will, when, etc.) One idea to focus upon is writing a clever jingle or song on the blackboard using these words. Begin the jingle with the word that needs emphasis, and be sure to have several repetitions of the same word throughout the selection. Each day the students will look forward to reading these jingles aloud. Perhaps at the end of the week, the three or four jingles could be typed up and distributed to each child for further practice. (333)

Examples: Where is the boy?
Where is the girl?
Where is the mother?
Where is the father?
Where is the family that belongs to me?

That is the one!
That is the two!
That is the three!
That is the four!
That is the five that keeps us alive!

READING COMPREHENSION SKILLS

Literal and Factual Skills

ORDER THE PICTURES.

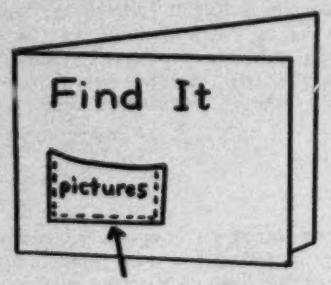
After reading a story, the children cut out a mixed up version of pictures depicting the story read. Then they put or paste the pictures in the correct sequence. (Ft. Defiance Community.) (334)

CALL IT BACKWARD.

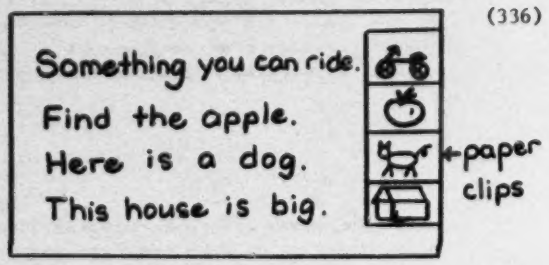
When the students have completed their reading story, encourage them to retell the events in sequence. (Ft. Defiance Community.) (335)

FIND-IT GAME (Individual).

Give the child a prepared folder geared to his reading level. Have the child read each sentence to himself. Next, have him empty the attached envelope which is filled with related sentences. He must then clip each "found" picture to the correct sentence.



attached envelope with picture cards



Inside folder

(336)

ASK THE TEACHER OR EACH OTHER QUESTIONS (Group).

Having read a story selection silently, encourage the children to ask you or one another questions about the story. Occasionally, give them a false answer so they will have to correct you. Encourage them to think of as many different kinds of questions to ask as possible. (337)

WHERE THE ACTION IS! (Group).

One student pantomimes a part of the story just read. The other children glance through the story trying to find the action. The student who finds the correct place first is asked to read it aloud. (338)

TREE COMPREHENSION.

In order to comprehend and organize what is read, a class or group constructs a tree on a bulletin board or whatever. The trunk becomes the subject of the story. Each limb is added in the sequence of the story working toward the top of the tree. The limbs are actually sentences about the story's subject. (Ft. Definace Agengy Community) (339)

RELATIONSHIPS (Group).

For reading comprehension provide opportunities for students to perceive time and place as well as cause and effect relationships. Have a prepared ditto sheet from a story just read. Let the group members underline the correct relationship. Examples:

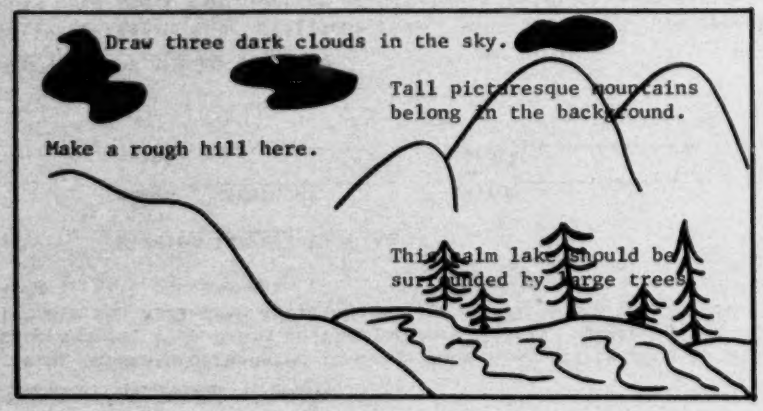
Where did the Navajos go?
to the Trading Post
near the mesa
on a walk

When did they feast?
during the sunrise
at noon
before sunset

(340)

PRESCRIBED PICTURES (Group).

The child simply draws the items in the picture that are labeled (either by word or by phrase or by sentence). He is expected to put in all the specific details he reads about.



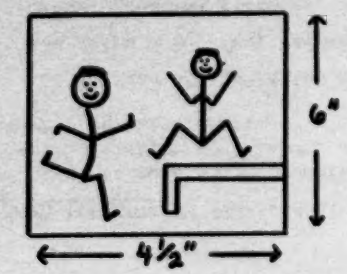
(341)

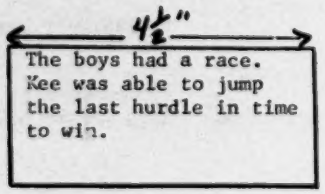
SENTENCE FUN (Individual).

The student reads familiar sentences. And then he must "match" each sentence to the picture it describes. This activity can be open-ended as it can easily be arranged from the simple to the more complex comprehension skills.

To construct this activity, cut out pictures from a magazine: an old reading readiness book; old workbooks; or old library discards. Mount the pictures on 4½ x 6" tagboard. Type or print (using a primary typewriter) one or more descriptive sentences on a card.

(342)





READING THE RHYME (Class).

Reading and then illustrating a simple rhyme is an enjoyable activity, particularly when there is a humorous element involved. Ditto several one sentence rhymes and let the students select the one they want. Then they cut the rhyme out and paste it on the bottom of their paper in order to illustrate it. Example:

(343)

Later, each student reads his rhyme and shows the cartoon illustration he made.

READING EXTENDED SENTENCES (Group).

When the children come to realize that a sentence usually contains two main ideas, they are ready to advance into longer sentence reading. This advancement usually occurs naturally in early readers, but it is important for students to also analyze the main ideas and important clues found in these sentences. Have the children read and underline the main parts of sentences like:

(344)

My mother sat patiently at the loom weaving the woolen threads skillfully.

James constantly rushes from room to room.

She slammed the books down on the wooden desk.

Gradually extend children's reading practice into paragraphs and then stories.

READING FOR DETAILS (Individual).

Some students need added practice to read with care. Give them paragraphs similar to this one and instruct them to circle the incorrect or false idea.

The Indians of the Plains were in America long before the white men. They had many methods for planting crops, treating sickness, and servicing trucks. (345)

ASK YOUR OWN QUESTIONS (Individual).

Have a child who is a more advanced reader prepare an activity page from a story he has read. This page might include some key questions about the story; it may include some unfinished sentences; it may have a short list of related words to be learned. The teacher then dittoes off a few copies of this activity sheet and saves them for a later group of children to use. (346)

FORMING SENSORY IMAGES (Group).

By giving students categories in which they read and respond to through certain senses, they learn to form sensory images. Write on the chalkboard the following exercise and let the students respond by reading it with the answer:

What would feel this way? (347)

rough SANDPAPER sharp_____

sticky_____ smooth_____

GAINING SENSORY IMAGES (Group).

Different children "see" different things when they read. It depends largely upon their experiential backgrounds. After reading a story about Navajo customs, ask the students to choose the words they use when talking about the hogan (or whatever word or concept applies): (348)

brick	blankets
mud	garage
sod	woven rugs
hexagon	towels

SOLVE IT! (Class).

Often social and behavioral problems occur with certain age groups. Being an alert teacher, zero in on a noticeable problem in a subtle way. For instance, print up copies of a problem situation. Let the class read your "story" and then have them write their own ending. The following day, select several different endings and have them read aloud. Perhaps a common solution to the problem will be achieved through this reading and writing experience. (349)

EXTRA! EXTRA! READ ALL ABOUT IT! (Class).

Whenever something significant occurs in Navajoland, try to obtain a local newspaper for each class member. Have the students paraphrase what was read. Be sure they "zero-in" on new vocabulary words by looking up meanings in the dictionary. (350)

TRUE OR FALSE (Group).

Vary difficulty. The storyteller asks students which story is true or false and then students must give an explanation. Use this game with records, films, oral exams and stories read by the students themselves. (351)

NAME THAT STORY (Group).

Finding the most suitable title for a story is challenging for readers. Practice in naming short passages and stories can be rewarding.

An Example:

> One afternoon, the Indians on the Reservation felt a loud, rocking explosion. Rocks were hurled to the ground; bright flashes glistened in the darkened sky; a powerfully sour stench filled the surrounding area. What had occurred would long be remembered by the tribe. For never had the earth shook so suddenly and so long and so painfully. (352)

The teacher could let the students make up their own title or let them choose the best title from a list.

earthquake
peace
an end to tranquilty

A BETTER TITLE? (Group).

Some stories have weak titles. Encourage your students to read a certain story carefully and then ask them if the title is the best one for the story. Let them suggest their own titles and explain why their title is better. (353)

ADVANCING AN OUTCOME! (Group).

While reading a story, let the children try to decide how the story will end. Ask questions like, "What do you think will happen to _____?" or "If you wrote the story, how would you end it?" or "Close your eyes and try to 'picture' (imagine) what will happen next?" (354)

HOW CAN WE END IT? (Group).

After reading a story with an "up-in-the-air" ending, ask your students what they think about it. Encourage them to suggest their own endings, too. (355)

DESCRIPTIVE PASSAGES (Group).

Select a descriptive adventure story and have the students read it. Next, ask them to circle the words or phrases which create excitement. Example:

> It was a matter of life or death. The Indian boy had to escape from the pack of wolves. First he jumped into the row boat at the edge of the river and then he began rowing vigorously. Short of breath, he made his way across the thirty foot wide river only to realize he had forgotten to take his food supply. Should he go back and face the same danger? (356)

THE MISSING ELEMENT.

Have the children read a story with a missing element, like the setting, the description of a character or the ending. The children can then orally or in writing fill in the missing element from such questions as "What happened?" and "Where did the story happen?" (Contributed by an Area teacher). (357)

YOU READ IT!

Read orally to the children a series of short factual paragraphs that tell stories. Ask, "What do you think happened?" just prior to the end of each, and let the children offer ideas. Then read the author's ending and discuss some of their endings as compared to the author's finish. (Hannah Nelson, Kennehotso) (358)

WHAT DO YOU THINK HAPPENED?

During reading classes, have the children cover the final part of their story. Look at the pictures for clues, scan the first parts of the story and draw out ideas to aid their comprehension. Then allow them to read silently all of the story except the end which is still covered. Then ask, "What do you think happened?" Let each individual give an independent answer. After they have then read the author's ending, evaluate his and their own by discussing the sequence of the story and the logical ending produced by the class. (Hannah Nelson, Kennehotso) (359)

BOOK EVALUATION (Individual).

While sharing a book or a story, the student states real reasons for liking or not caring for the book. (360)

COMPARING FACTS (Group).

To prepare students for future fact finding reports, pass out a sample article written on a certain controversial topic. Let the students read the article and then raise questions concerning its content. Next suggest articles they can read by other writers on the same topic. Have them compare and contrast the facts. (361)

PROPAGANDA (Group).

Learning to detect propaganda techniques used in books and articles is important. Have students read selected passages and then let them analyze the selection on the basis of factual information given, types of words used, etc. To do this activity with younger students, read stories aloud and let the children judge the stories on the basis of reality or fantasy, fact or fiction. (362)

PROPAGANDA AGAIN! (Class).

To really make the class aware of the pitfalls of taking each author of a book or an article as "gospel," try this arrangement. Write up an article (fictional) about some event or person. (Only you, the teacher, will know that the article is a "fake" reproduction). From this "master" article, write two more articles which are supposedly "identical" to the first one, but make some small but significant changes. Distribute the articles to each student in the room, and lead the class to believe that each member has the same article. Once the class has finished reading the article, pose some thought-provoking questions to get them to re-read it. Then let them openly discuss what they read. There will surely be some arguments over certain alleged "facts." Hopefully they will come to the realization that you cannot always believe everything you read in print. (363)

POINT OF VIEW (Group).

In civic affairs as well as in literature and films, points of view are sometimes evident. It is helpful to build awareness for authors' viewpoints early. By seventh and eighth grade, the teacher can enlist the group's aid in discussing the opinions of the author or writer. Then the students should read a selection or selections, and be able to list the apparent reasons the author has for his opinions. (364)

OPPOSING POINTS OF VIEW (Social Studies; Group).

Today it is not difficult to find varying opinions in our society. For example, the Navajo students will find a great many opinions on Indian Rights. When exposed to various articles and books, the students should read several articles and then arrange the facts according to the view each writer supports. (365)
Example: Topic--INDIAN LAND CONTROVERSY.

Author "A"	Author "B"
1. Feels more federal land should be given to the Indians.	1. Thinks that old Federal Land Grant Treaties no longer apply to the American Indian.
2. Etc.	2. Etc.

Oral Reading Skills

FOLLOW THE TEACHER!

Sometimes oral reading gets bogged down and needs a little zest and natural flow to it. The teacher should read aloud as the model for correct intonation and expressive dialog between characters. The children listen for intonation and word grouping and then they may want to repeat what the teacher has read for practice. (General idea from Shonto School, Beatrix Smith) (366)

TAPE RECORDINGS (Group).

George Martin's Sounds of ... books are excellent for tapes. Take one of his simple stories and then record it on the tape. Have the child take the same story in the book and follow along with the tape. Have him repeat the procedure, and have him "read along." He will surely pick up some new reading vocabulary words. (Also ESL exercises can be used in story form.) (367)

PUPPET SHOW (Group).

A puppet show can be planned to illustrate a story read. The puppet characters (behind the scenes) read their parts while some other students manipulate the puppets. The kinds of puppets may vary from paperbag kinds to cardboard shadow puppets to commercial ones. (368)

VISITATION (Individual).

Sometimes a former student who reads well will enjoy revisiting his old classroom in order to read a short story to the younger children. This activity not only benefits the older student (someone who may have been an average reader) but also the little ones who enjoy hearing stories and who are looking for a reading model. (369)

EXPRESS YOURSELF IMAGINATIVELY (Group).

Select sentences which are geared to the reading levels of the children in your class. Next, print expressive sentences on long sentence strips. (370)

(Troubled; physically in pain)

1. Help, help! I think I've been hurt!

(Fearful; scared)

2. Oh, Oh! I just heard a strange noise!

Next, give the group a setting. For sentence number one, you might say, "You've just fallen down a twenty foot cliff. How would you read this sentence?" For the second sentence, you could say, "You have wandered away from your home. All of a sudden you come up to an old home that everyone says is haunted, and you say...." (The student reads the sentence.) (370)

CATCH THE MISTAKES (Individual).

One way to help the child who omits words while reading is to write the sentence down just as he or she reads it. Above his version of the sentence, write the correct sentence from the book. The student points out the differences between the sentences. (371)

Correct: Tom saw the tree change colors.
Incorrect: Tom say tree change .
} Then erase the incorrect version.

READ IT WRONG? (Group).

Nothing sharpens pupils' awareness for correct reading better than the person who omits certain words. The teacher can help prevent the reading omission problem by making the very errors she hopes to extinguish. For example, the teacher reads aloud a reading selection while students follow along in their books. Occasionally the teacher omits a word to test the students' attentiveness. Inevitably they will catch many errors, and hopefully they, too, will learn to read with more care. (372)

READ IT WITH MUSIC (Individual).

Preparing a book passage, a poem, or a special reading selection depicting certain moods, the student can add some novelty to his "mood reading" with musical background. He should plan carefully for the kind of music selected. (373)

"SPECIALS" (Individual).

Students mark beautiful descriptive passages, interesting conversational sections or other particular parts for oral reading to the class. (374)

(continued)

READ IT ON TAPE (Individual).

(Note: Providing prerequisite learnings were developed.) Have available a very short selection for some students to read. Be certain the passage contains first, a lot of expressive sentences; and second, vocabulary geared to particular individual reading levels. Then tape record each individual as he reads the selection aloud. An immediate playback will enable the reader to evaluate his performance. A simple reading checklist would be a helpful guide. Example:

ORAL READING PERFORMANCE RECORD (375)

Name_____
Date_____ Selection_____
(Check items that need to be improved)

_____Expression	_____Clarity
_____Natural phrasing	_____Volume
_____Rate	_____Miscellaneous notations

READERS' THEATRE (Individual).

Some of your students will enjoy and take pride in their oral reading ability. A meaningful way of utilizing this oral reading ability is letting each student choose a selection of prose or poetry that depicts some element of mood. After individual practice on their own, stage a rehearsal whereby constructive evaluation is given. Such evaluation should include things like poise; voice quality; body movement; voice articulation; dramatic powers of mood and expression; etc. The actual performance for beginners should be held with a somewhat small audience free from outside distractions. The reader should be in a relaxed setting where the lighting is dimmed; clothing is informal; audience seating is semi-circular. The reader can sit on a high stool and in some instances soft background music (a drum beat, etc.) and/or special lighting effects can be used to highlight the text. (376)

READING SUB-TITLES (Individual).

Usually filmstrips have sub titles which can call for oral reading. More expression can be added by the designated oral reader(s) if it is a narrative filmstrip. (377)

Silent Reading Skills

WHAT'S WRONG? (Group).

This exercise gives students an opportunity to skim to find something quickly. Have them find one element that is not correct in each sentence. Examples:

For lunch we will eat hamburgers, carrots, apples, chicken soap, and potato chips.

Answer: chicken "soap"

After school I have to change my cloths. (378)

Answer: "cloths" should be clothes

The boy was wearing a sweater, his boots and his skirt.

Answer: "skirt"

This exercise can also be applied in a reading-readiness situation, whereby children look at a picture quickly to find something that doesn't fit.

SKIM IT (Small group or individual).

One day have your students read a short selection from a history book. The next day list a few factual questions on the board and let the students skim the same selection to refresh their memories. Give students ample opportunity to skim reading material daily. They can also skim to locate new material; to find a reference; and to get the main idea of certain materials. For recreational reading let students skim magazines and books or review a familiar story. (379)

CAREFUL! (Group).

Give the students a short detailed selection from a science unit. Have them read it carefully to master the content. Then following this reading have the students analyze the content and then solve a problem related to what was read. (380)

READ--MEMORIZE (Individual).

Sometimes short verses and poems take on more significance when memorized. To memorize poetry, a student must first read the poem carefully--receiving visual images as he reads it. Taking a few lines or a verse at a time enables the student to read and memorize the poem more meaningfully than if he were to go word by word or line by line. (381)

(continued)

READ THEN DO (Individual).

Ditto an experiment with a list of suggested steps. Let each individual read it through carefully, taking "mental" notes of what he is to do. Then let him try a "dry run" without the aid of the written text. (382)

SILENT MOVIES! (Class).

Show a short film, either an old time movie variety or a short foreign film. Let the students read the subtitles to themselves. Another activity is documenting a classroom-made film using a "home type" movie camera. Then, have subtitles in English which are to be read silently. Reading subtitles requires rapid eye movements, in order to view the picture as well as to visually decode the print. (383)

RAPID READING (Individual).

Brainstorming ideas for a topic requires rapid reading. Have available a host of newspapers and periodicals for students to glance through in order to get their ideas. (384)

INFORMATIONAL READING--STUDY SKILLS (Small group or individual).

There are several Reading-Study Skill formulas. One was used by the Air Force called the PQRST Plan: (385)

P^1 = Purpose: Find the purpose of the reading selection.

P^2 = Preview: Preview the selection by reading the general headings or by skimming the first sentence in each paragraph.

Q = Question: Ask yourself questions about the selection you'll be reading.

R = Read: Read the selection to find the answers to your questions.

(continued)

S = State or Summarize: To yourself or on paper summarize what you read.

T = Test: Test yourself on what you read.

The evidence from such Reading-Study plans like the preceding one is that the teacher along with the pupils need to do it together several times in order to "get into the habit!" (385)

BOOK MOVIE (Small group).

Having read a story or a book, students make a "movie" of it by drawing a series of pictures on a long sheet of paper, the ends being fastened to a roller, which is turned to move the pictures into view. (386)

COMIC BOOKS (Class).

Though debated, comic books can be added to a classroom library as supplementary reading material without damaging the student's reading morality. Comic books can be used to stimulate reluctant readers and used for recreational reading tools, too. As long as comic books do not become the sole source of a child's reading they can have some "psychological" advantage. (See Fader's, Hooked on Books.) (387)

HUMOR IN READING (Group).

All youngsters enjoy jokes and humorous incidents. There should always be an on-going selection of humorous reading material for students to read. Riddle books, joke books, humorous stories can be read on all levels. Or have a joke box whereby students can put their joke(s) inside. Let a committee of students read and select the funniest jokes for a class jokebook. (388)

READ THE MESSAGE.

Some children respond more to personal experience reading than to their own reading books. Hence the teacher should tantalize students through little personal notes placed in their desks from time to time. The notes may ask for a response or may just reveal an interesting plan or secret! (389)

POSTERS (Small group or individual).

Having read a particularly interesting book, a student can make a poster in order to advertise his book. Any art media can be used for making flat or two or three-dimensional posters. (390)

ON-THE-AIR! (Individual).

The student can broadcast a book review to an imaginary radio audience (his class). Or in the case of a more withdrawn student, he can tape record his broadcast. Background music and sound effects can also be used. (391)

PANTOMIME IT! (Individual).

A pantomime cleverly acted out makes others guess about the story read and want to read the book or story to really find out more about it. (392)

BOOK RECOMMENDATION (Individual).

Having read a special book or story, encourage the Navajo student to write a letter home or to a friend recommending his or her book. (393)

DRAMATIZATION (Small group).

Give a dramatization of a scene or an event with others who are reading the same book. Simply get together as a group and decide on the part of the story to be enacted. Then select roles. Practice. (394)

MONOLOGUES (Individual).

Another way to share a strong character book would be to prepare a monologue, where the student assumes the characteristics of the book character. (395)

CARE OF BOOKS (Class).

Locate a movie or movies which emphasize the care of books. If such films are unavailable, have the class make posters which stress one main rule to follow. (396)

CHECKING OUT BOOKS (Class).

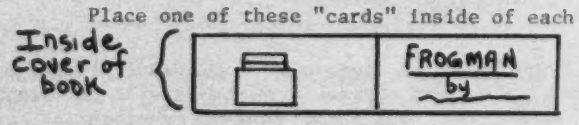
In some schools early library skills are taught in the room to facilitate library use. You can provide a small room library through the following steps:

1. Have on hand at least 50 paperback books plus any book discards.
2. Put in each book a regular size envelope, licked shut, and cut 1/4 of the way from the top. Then glue envelope to the inside cover of the book.
3. Next, ditto numerous copies of book cards which are similar to the ones in your school library.

Book Title Author		
Date Due	Name	Room No.

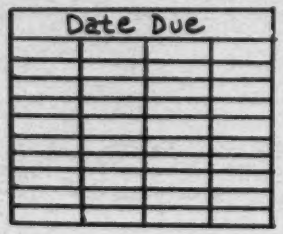
(397)

Place one of these "cards" inside of each pocket.



4. "Date Due" slips can be made by the ditto machine, too.

Sample:



(continued)

5. Then supply a small box where children can drop their signed book card. The class librarian (chosen on a bi-monthly rotation system) can remind classmates when their book is due. (397)
6. The children simply put their returned book in a designated place, and the class librarian puts the book card in the matching book, checks off the name, and places the book back on the shelf.

CATALOGS.

Older children who go into the library for research work will need to know the uses of the card catalog in order to select reading material for projects; for independent reading; for general information. Since catalogs vary from school library to public library to departmental offices, general indexing activities would be suitable. Have the student make a sample catalog of his own which includes subject indexing; title indexing; author indexing; etc. One method is to have the student select a general topic like "geology" and then zero in on the specific items under this topic. This is one reading-Language Arts skill that would correlate nicely with other school subjects pertinent to the child at the time. (398)

CARD CATALOG CALL.

Have a list of assorted topics whereby the student must go to the library and copy down pertinent information about each topic from card catalogs. An example might be the following:

ships	hunting
airplanes	farming
birds	homes
boats	tribes, Indian

(399)

The student would have to fill in the rest of the card himself by going to the original card in the catalog. Or the student could make an extensive list of the books available under a certain topic by using the card catalog.

ARRANGE THE WORDS IN ORDER (Class).

As an exercise, give each student a dittoed sheet of words (26 words) whereby they have to arrange them in the correct alphabetic sequence. (400)

Exploratory Reading

FIND THE PLACE (Class).

An early reading dictionary skill is locating a word. Discuss first with your class the general placement of letters (e.g., the middle is the place to find words beginning l and m). Have a student open the dictionary at random while the class tries to guess the beginning letter for words on that page. (401)

READING GUIDE WORDS (Class).

Chalkboard drills help in the development for using guide words in the dictionary. Write a pair of guide words taken from the dictionary. Below them write a group of four words: two are listed in the dictionary between the given guide words and two are not. The students read and select the words that belong on that particular page of the dictionary. (402)
Example:

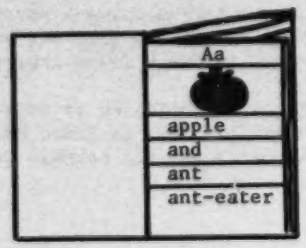
planetary	plasmodium
plantation	
plateful	
planer	
plashy	

DEFINITIONS (Class).

Let children select common words like pack; stake; yard; recover and discover how many different meanings for each word they can find in the dictionary. (403)

PICTURE DICTIONARIES (Class).

Using a big scrapbook, younger children can label the pages with each letter of the alphabet, and write the words on the scrapbook pages along with pictures.



(404)

DICTIONARY RELAY GAME (Class).

Desks are arranged in four or five vertical rows. On the first desk in each row is a dictionary. Write any ten words on the board. As soon as you clap your hands, the first student in each row looks up the first word, jots down its page number, passes the dictionary to the person behind. Repeat. The first row to finish this activity correctly is the winner. This game can be played with definitions of words, too. (405)

MORE ADVANCED DICTIONARY SKILLS (Group).

Have students open their dictionary to a designated page. They should be instructed to answer detailed questions about certain words, prefixes and/or suffixes. Also, include some word derivative skills. (406)

READ THE DIRECTIONS.

Even at the beginning reading stages, written directions should be placed on the chalkboard or on paper so that children will gain experience from a deductive-type of an approach toward reading.

Example: Today we will read about some farm animals. First, turn to the back of your reading books and mark the long and short vowels in your new reading words. Second, ... etc. (407)

SCRAPBOOK OF INFORMATION (Small group).

Use information from reference books read in the area of social studies or science to make a scrapbook about the subject or to make a collection of things written about in the book or books. This scrapbook should be made available for classmates to read. (408)

READING A CALENDAR (Individual).

Several calendars are issued each year dealing with the Navajo. One such calendar put out by the Hillson, Co., Inc. in Albuquerque for 1970 deals with Navajo customs. Accompanying each drawing and seasonal theme is a short explanation of each custom. Students can read one of these themes and then expand upon it. (409)

ABOUT THE AUTHOR (Individual).

Once a student has read several books by one author or has read a book he particularly identifies with, suggest that he or she find out about the author. Then the student can present a brief biography of the author along with sketches of his book. (410)

SEARCHING FOR EFFECTS! (Group).

Assigning a common literary work by a major novelist has its advantages if done rarely and if done with specific purposes in mind. Select for this activity a fictional short story. Then have the students read it carefully to search for particular effects and values. Books or stories can be selected from a special collection from the Navajo Indian Reference List titled: Analytical Bibliography of Navajo Reading Materials. (411)

WHAT'S IN A NAME? (Group).

Make up a series of labels or small signs from a particular category: animals, famous people, etc. Pin on the back of each member a label or sign. Next have one student at a time go before the group and turn around. They read the label and then give the player some hints about his pretend name. (412)

Example: Frank Lloyd Wright

Hints: "You were one of the most famous architects."
"You died several years ago." (1959)
"People are still copying your designs."

DIAGRAM READING (Group).

Whether the diagram be hand drawn of the school room physical plant or be a science book diagram of photosynthesis, the ability to read such diagrams is vital to the comprehension of the subject. Fascinating small group discussions can be pursued through the reading and the analyzing of diagrams. (413)

PUZZLES (Social Studies).

Get some Arizona or New Mexico Road Maps or old atlases or geography books. Cut each map into several pieces (10 to 20 pieces). Place the map pieces and a series of questions in a long envelope. The students are to read the instructions: Example:

Take out the map pieces
Put the map puzzle together.
Now answer these questions about your map. (Vary the questions to fit your lesson.)

1. How many bodies of water do you count?
   _____rivers _____oceans
   _____lakes _____etc.
2. What major cities do you find?
   _____ _____
   _____ _____
   _____
3. Where would you choose to live? Why?

(414)

MAP READING (Small group).

Beginning with early grades have the class draw and label small maps depicting the school-ground area and their home area. Reading map scales, directions, codes, and so on will prepare other students for difficult map reading skills using state, continent, and world maps and globes. Extensive map reading skills will also include vegetation, geographic, historic, and geologic maps. (General suggestion from teacher, Locket, Leupp Boarding School.) (415)

READING FOR FACTS (Arithmetic; Class or group).

Story problems using specific number facts call for careful reading. Write a new problem on the board each day. Give the children an opportunity to read it during their free time. They answer the problem and put their response in the envelope marked, "special problem of the day." Example: (416)

> Christopher went to the trading post. He sold a small silver pin he had made for $5.00. With that money he bought some pop for 35¢; bread for 25¢; one package of potato chips for 39¢; and two quarts of ice cream for 40¢ each. How much money did he have left?

CURRENT EVENTS (Class or group).

Widening horizons via current social and political issues is critical for all grade levels. Local newspapers as well as national magazines should be available in the classrooms as well as in the school libraries. Use articles pertaining to American Indians, for example, "The American Indian: Goodbye to Tonto," Time Magazine, February 9, 1970. (417)

Intensive Reading Approach

The reading selections chosen for intensive reading should contain only the grammatical structures with which the child is familiar. New vocabulary should be introduced in context similar to that in which it is used in the selection:

A selection for lower grades might be similar to the following:

> This is the Allen family. They are on a picnic. Grace is drinking a coke. Mrs. Allen is eating. Mr. Allen is reading. Mary is walking. Albert is running. Edward is jumping. (American English Series: Fries-Rojas, Book One, Unit 12.)

New Vocabulary--picnic (Experience previous to lesson could be a class picnic).

Be sure to introduce sentence "We are on a picnic." Take a picture of class and label it "We are on a picnic." Put it on the bulletin board.

Reading of Selection

(413)

Teacher reads selection while students listen with books closed.

Pupils open books and follow as teacher reads selection again.

Teacher reads first sentence and then pupils read the sentence. (Make sure pupils are following the words as they read and not merely saying sentence orally). "This is the Allen family." Teacher and students working together make as many questions as possible which can be answered with the information in the sentence. (Question-forms used should be ones with which the students are familiar, "What family is this? Is this the Clark family? Is this the Begay family?"

Teacher writes questions on chalkboard as given. Students answer questions.

Continue reading and making similar questions for each sentence.

Students then read entire selection as a group.

Several students may volunteer to read the selection individually.

Flash Card Drill: Phrases and/or words may be printed on flash cards:

ALLEN FAMILY IS DRINKING IS EATING EDWARD GRACE

(continued)

These may then be used for flash card drills to ascertain if the students are able to read the parts of the selection and are not only memorizing.

(418)

Spelling and Writing activities may be a follow-up to this reading activity.

(Gladys Zahner--Lukachukai Boarding School; Joan Reed--Chinle Boarding School)

SEE IT--WRITE IT (Group).

First, the teacher holds up the word card while pronouncing it. The children look at the word and pronounce it (the whole word, not the letters) several times. Second, the children close their eyes and try to get a visual image of the word after which their eyes are opened for a "feel" comparison of the word. Third, the word card is hidden and the children try to write the word on paper. When the card is reshown, the children compare their written version to it. If there are any errors, the procedure is repeated until the word has completely transferred to the student's reading vocabulary. (419)

ALL-PHONICS APPROACH (Class).

One synthetic reading approach is the "All-Phonics" method. Here the letter (the sound) is absolute! Several all-phonic series have been published and are currently being used in many classrooms. See your educational curriculum library for May Carden's "All-Phonics" approach as well as for the publisher names that deal with such materials. (420)

ORTHOGRAPHIES: ALPHABETIC METHOD (Class).

Memorization of the 26 letters in the alphabet is the oldest reading method. Newer extensions of the alphabetic method use "phonemics" as a base--such as the artificial orthographies now being published. Also, another variation would include special colors which stand for certain sounds. However, this traditional orthography (26-letter version) is still most widely used. (421)

THE "LINGUISTICS" APPROACH (Class).

A mis-nomer, actually this approach should be labeled "phonemics." Phonemics applies to the sound(s) that each letter makes. Minimal pairs are used like "hat, bat," "cat, hat." For more information, see Leonard Bloomfield's Let's Read. (422)

SPELLING APPROACH (Class).

The old speller was used a great deal in the reading of words. Now spelling seems to be a branch of reading. Methods of spelling vary from place to place. (See Writing activities.) (423)

BASAL-READER APPRAOCH (Group).

There are countless basal readers published yearly, all complete with workbooks, language kits, company games, etc. One of the most widely used of the analytic approaches, the newer basal-reader series also employs more phonic skills. The stories in these readers are not usually applicable to the Navajo child, so many creative individuals have adapted the basal-reader spproach to the Indian. One such set of books is called The Alaskan Readers for an Intercultural Setting (see Appendix for examples). Another type directly for the Navajo is the Fun at Home book written by Jay and Eldora White, Red Lake Day School. This book makes a good transition for a later basal-reader series. (424)

"FUN AT HOME" (Class or Group).

Used with beginning readers, this book is directly applicable to the Navajo youngsters. The procedure used by its' authors, Jay and Eldora White is as follows: first, pictures of the characters are introduced along with their names; second, the book is introduced as one about a Navajo family, but the next book would be about a similar Anglo family. This book can be used by older children who have reading difficulties. (Jay and Eldora White, Red Lake Day School, Tonalea, Arizona). (See Appendix for sample sheet.) (425)

STORY APPROACH TO READING (Group).

An analytic approach, the story method is again useful to the Navajo in so far as hearing English being read in smooth, expressive phrases. The teacher or storyteller tells or reads an appropriate story for a particular group. The children then get involved by dramatizing the story. Certain key words and phrases are "lifted" from the story and analyzed. Finally, the children are given the book in order to try to read it. (426)

Basic Reading Approaches

LANGUAGE-EXPERIENCE APPROACH (Group).

Another commonly used analytic reading approach is Language-Experience. This approach is particularly good for the Navajo students, as it is based upon their lives; their environment; their customs. Essentially in Language-Experience, the student or students make up their own stories by dictating them on tape, or to the teacher. Their story is transcribed on a chart, on the board, in a small book, in a class paper, or on sentence strips. It is useful to have a great many items to touch, feel, smell, see, and hear: a typewriter; a tape recorder; word lists or word files; teacher aides (who can be older students, mothers, and community volunteers); and stimulating pictures. For more information see R.V. Allen's books on Language-Experience. (427)

EXPERIENCE STORY READING.

Having taken part in an actual activity or having done so vicariously, the students take turns dictating sentences to the teacher while she writes these sentences on the board. In early Language-Experience stories, the sentences should be kept short and similar in form.

Example: THE DOGS

We saw five dogs. (428)
They were friendly dogs.
They were lively dogs.
They had red and brown hair.

Once the story is written on the board, it should be transcribed on a large chart or on individual ditto sheets for each child. The teacher can also make matching word cards and phrase cards for decoding skills.

TRANSLATE IT.

A child tells a story in Navajo and then the class translates it into English. The teacher with the help of an aide (whenever needed) writes the story on a large chart as the children translate it. Once copied into a booklet form, the children experience their own reading material based on a favorite Indian story. (General idea from Fort Defiance Agency Language Arts Committee.) (429)

DICTATING SHORT STORIES (Individual).

While the class is busy with art activities or the like, the teacher calls one child at a time up to his desk. The child then dictates an experience story while the teacher types. As the teacher types it, the child watches so that he becomes familiar with word forms, sentence structure, etc. When the story is completed, the child re-reads it, and the teacher helps the child with any difficult words. This activity is particularly useful for problem readers who need to have a "boost!" (430)

MAKING BOOKS (Individual).

Students like to make up their own books and take them home for reading. Navajo students will appreciate being able to take their books home to read. The teacher gives the class a common theme or the teacher can let the class decide on their own topics...depending on the age and general ability level of his class. Some themes might be: "Places I like to go," "Things I like to see," "My Travels," etc. The teacher, the teacher aide, and word lists will enable the students to write their stories independently. When completed, the class can divide up into small groups and share their stories...or they can place their books on a common sharing table for others to read. (431)

INDIVIDUAL READING APPROACH (Individually based).

This is an analytic approach to reading which is ideally self-seeking, self-selecting, and self-pacing. This approach is not synonomous with free-reading.

One's environment should include numerous book cases; at least three to five books per child, reading areas which include tables, single seats and quiet spaces, rugs, and plants; teacher-pupil conference area away from outside interruption. Activities include the teacher-pupil conferences lasting from 2 to 10 minutes three or four times weekly. The records kept should be as few as possible, zeroing-in on oral reading, comprehension, and reading dynamics. (432)

Record sample:

Mary Yazzi			
Title	Date	Skills	Plans
		(1 or 2 most bother-some	

(continued)

Groupings include first, small groups which work with the teacher on specific word-attack skills, interests, and skill problems; second, full class groupings for sharing books read; third, interest clubs especially designed for the so-called "non reader." Finally, there should be an extensive file whereby each child has special skill papers to work on independently. These skill papers are based on the child's reading problem needs.

This particular approach to reading is spelled out more specifically in Jeannette Veatch's book, Reading in the Elementary School, Ronald Press Co., 1966.

(432)

RE-USABLE WORKSHEETS (Individual).

Sometimes old workbooks are available and/or sometimes worksheets are left over from previous classes. These worksheets can be used in a useful way if filed in folders according to skill, and sequenced from the easier to the harder tasks. By making a plastic holder, these worksheets can be re-used. The student simply inserts the worksheet under the plastic covering and uses a crayon to mark the answers. The student uses a "key" to check his answers. If he is correct he advances onto the next worksheet recording his progress as he goes. If he had any incorrect responses he must review similar worksheets before advancing. (See Appendix for plastic holder instructions.)

(433)

critical reading	context clue skills

INDEPENDENT READING CARDS (Individual).

Select 8" x 10" index cards and type the names of certain reading books and a specific chapter on the front side of each card.

Example:

Stories Around Us chapter 6

The student chooses the matching book and story (or chapter) and reads it to himself. When completed, he turns the card over and answers the questions on a separate sheet of paper. He then files the card back in the filebox and gives his paper to the teacher.

(434)

Example:

1. Who was the main character? 2. What did Johnny do to earn an allowance? 3. How would you end this story?

READING MACHINES (Individual).

There are a variety of reading machines available--each type having a different function. There are overhead tactistiscopes, controlled readers and so on.

(435)

READING SKILL SEQUENCE CHARTS (Pupils on all levels).

Scope and sequence charts, simply organized are extremely beneficial to any and all reading programs. Goals for specific reading levels are defined, and hopefully each individual will advance at his own rate to attain the stated goals. One good example of a "Skill Sequence Chart" was put out by the Leupp Boarding School (December, 1969). This chart in booklet form is sequentially arranged on four levels. A sample page: (436)

> Level I
>
> Oral Reading
>
> The student will be able to:
> express himself spontaneously
> remember sentences read
> use new words
> make simple endings for stories

INFORMAL READING INVENTORY (Individual).

An Informal Reading Inventory is a handy spot-check guide for a teacher. This inventory can give you the general level of the child's reading ability. An abbreviated example can be found in the Appendix. (437)

DIAGNOSTIC INFORMATION (Teacher).

If you desire information on simple diagnostic procedures that can be used by classroom teachers, then take a large 3-ring notebook which is organized something like the following, might be useful; (438)

I. General Causes of Reading Failure:
   A. Emotional
   B. Physiological
   C. Intellectual
   D. Environmental
   E. Educational

II. Reading Observation Checklists
   A. Oral reading
   B. Silent Reading

(continued)

III. Individual Information Checklists
   A. Interest inventories
   B. Informal reading inventories

IV. Available Reading Tests
   A. Standardized test list
   B. Achievement test list
   C. Diagnostic tests
   D. Intelligence tests
   E. Reading readiness tests

V. Content Area Reading Inventories (438)

VI. Remedial and Corrective Reading Techniques
   A. Techniques for orientation difficulties
   B. Techniques for sight-word problems
   C. Techniques for word-attach problems
   D. Techniques for comprehension problems

VII. Reading References on
   A. Reading theories
   B. Reading approaches
   C. Reading research
   C. Reading Ideas

READING INTEREST INVENTORIES (Individual).

Through the years several reading "Authorities" have established interest inventories to determine the types of books certain individual students like to read. While such inventories do have some drawbacks, they are useful for students who seem to need an added stimulus to read. (439)
See the Appendix for suggestions.

AROUSING INTEREST (Class or group).

Stimulating pupils to read stories can be accomplished in a variety of ways: 1. Through an arousing discussion like "Are all Indians the same?" 2. Through purposeful debate, like "It's true, isn't it, that Columbus discovered America?" 3. Through exciting displays, like: various minerals, labeled on a large table. 4. Through inviting questions which call for experimentation like "Will this cork float or sink?" (Have experiment materials available so the pupils can test out (440)

(continued)

this question-answer approach.) 5. Through assorted bulletin board displays. 6. Through hidden envelopes which contain a question or statement that will " het the appetite" for reading a particular story.

Example:

James goes hunting and gets involved in a fierce fight.

(440)

7. By placing humorous, scenic, or any type of illustrative pictures around the room that depict general reading units.

(General suggestion from M. Lacket, Leupp Boarding School.)

Reading-Appendix

FUN AT HOME book by Jay and Eldora White

Mother

Appendix

Mother may I help?
I want to help you work.

READERS

(Some unique characteristics)

1. *Uses the Graphoneme Concept: (a closed syllable, one that begins with a vowel and ends with a consonant, semi-vowel, or silent /e/.

   an, ate, it, ay

   *(Virginia W. Jones, 1967, author of the Alaskan Readers)

2. Uses culturally relevant materials dealing with the general Alaskan environment.

3. Uses legends and tales "to emphasize the heritage of the Alaskan native."

4. Relates illustrated objects to the Alaskan child's connotation of the word.

There are a host of characteristics not mentioned here that are vital to this reading program. Write to Northwest Regional Educational Laboratory, 710 SW Second Avenue, Portland, Oregon 97204, for more information and further explanation.

Some Suggested Resource Materials:

Library----------Follett
Basketball---------- "
Softball---------- "
Football---------- "
Archery---------- "
Baseball---------- "
Track
Ten Great Moments---------- "
Tournament----------Jackson
Decathlon men----------Filoyoon
Little Leaguer----------Growell
Shorty Makes First Team------Jackson

Reference Books:

Basic reading skills for junior high school use-----Scott Faresman and Co.----helping Navajos learn English (Chinle Agency, Chinle, Arizona).

Poetry:

The Tracks----------Elizabeth Coatsworth
Afraid to Ride----------C. W. Anderson
Afternoon on a Hill----------Edna St. Vincent Millay
A Look at the Grand Champion-Harold W. Perry
The Right Kind of People-----Edwin Markham

Records:

Peter and the Wolf
Woodwind instruments
The Orchestra
String--Percussion--Melodious--Brass Instruments

Films:

Improving your Vocabulary
Let's Read Poetry
We Discovered the Dictionary
The Story of a Book
How to Read a Book
Making Sense with Outlines
Building Better Paragraphs
Writing a Report

Duplicated Materials:

Survey Tests
Work Sheets (Teacher: M. Lacket
Leupp Boarding School)

INFORMAL READING INVENTORY

The Informal Reading Inventory is a method of appraising the reading levels of pupils. It should reveal to the teacher the pupil's needs. The IRI as it is often called, has been described as the best diagnostic tool in the area of reading. The results obtained from it, however, are conditioned by the examiner's professional competency, his sophistication in the complex process of reading, and by the quality of the particular inventory used.

Giving an IRI involves sitting down with the child, hearing him read, and observing his behavior as he reads. Short selections from a graded series of readers are used. The selections should be chosen from the middle of the book. Factual and inferential questions are made for each selection. The selections begin with a low level of readability and continue until a child's instructional level is identified. Symptoms of frustration are used as indicators of the child's lack of achievement.

An appraisal of the reading needs of a given individual should provide the teacher with three basic types of information.

I. Independent Reading Level (Library or Recreational Reading)

A. Criteria for evaluating independent level
   1. Not more than 1 error in 100 running words (Excluding proper names)
   2. Comprehension of at least 90% on both factual and inferential type questions
   3. Freedom from tensions such as frowning, tension movements of hands and feet, finger pointing, high-pitched voice, etc.
   4. Oral reading rhythmical and well-phrased
   5. Silent reading comprehension higher than for oral reading

II. Instructional Level

A. Criteria for evaluating instructional level
   1. Accurate pronunciation of 95% of running words (not more than 1 error in every 20 running words)
   2. Comprehension of at least 75% of factual and inferential questions
   3. Oral reading after silent reading same as at independent level
   4. Freedom from tensions
   5. Silent reading comprehension higher than for oral reading
   6. Silent reading free from vocalization

III. Frustration Level

A. Criteria for evaluating frustration level
   1. Makes more than 1 error in 20 running words
   2. Comprehension less than 50%
   3. Begins to show evidence of tensions
      a. Finger pointing
      b. Withdrawal from reading situation
      c. Lip movement
      d. High-pitched voice
      e. Begins to omit, substitute, add, and make reversals

B. At frustration level, obstacles in reading materials cannot be overcome by the reader. If instruction is initiated at this level, emotional conflicts arise.

Code:

The following suggestions may be used as a short method in recording the child's responses.

1.	P	If need to pronounce for him (write above)
2.	⊙(the)	Circle omissions--punctuation, words, letters
3.	^ ran	If adds words or endings (write addition)
4.	run	Substitutions
5.	R	Repeat
6.	R	Repeats a group of words
7.	Sniff/went	Poor phrasing--word by word
8.	✓	Hesitations

Sources of Informal Inventories:

Austin, M. C.; Bush, C. and Heubner, M. H. Reading Evaluation. New York: Ronald Press, 1961. pp. 235-246.

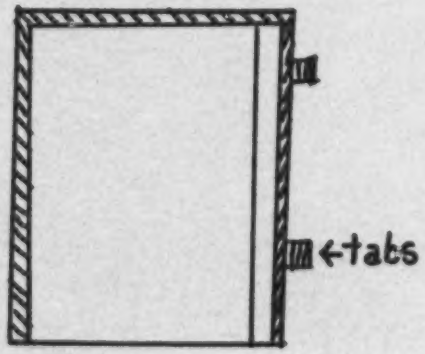
Betts, E. A. Handbook on Corrective Reading. Chicago: Wheeler Publishing Co., 1956, pp. 20-35.

Smith, N. B. Graded Selections for Informal Reading: Diagnosis for grades 1-3. New York: New York University Press, 1959.

Strang, R. and Bracken, D. K. Making Better Readers. Boston: D. C. Heath, 1957.

Appendix

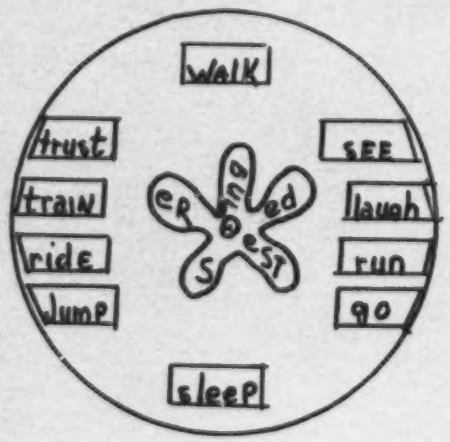
"Plastic Holder for Worksheets"



- heavy cardboard backing 9½"x12½"
- masking tape
- medium acetate 9½" x 12½"

"The Big Wheel"

(Word Endings)



adjectives:	nouns:
big	boy
small	girl
large	dog
fast	horse
slow	house
pretty	barn
nice	school
good	teacher
happy	child
sad	fish

W R I T I N G

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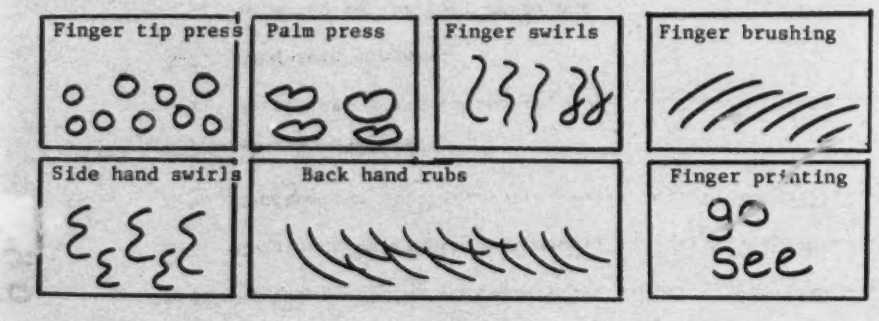
READINESS: FINGERPAINTING (Group).

Fingerpainting helps develop finger coordination. Beginners will enjoy this method of expression, but may not realize the value of later writing skill coordination. Different types of finger designs should be employed for readiness for writing. Some suggestions: (441)

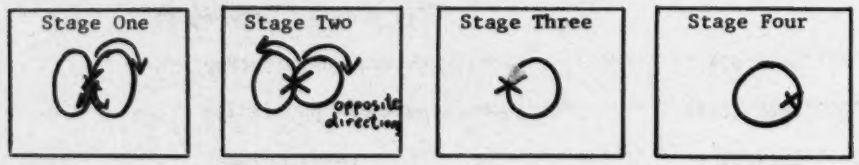


READINESS: CLAY MODELING (Group).

As well as using clay for art, clay is also an excellent way of developing hand and finger muscles. Simple exercises preceding the actual clay modeling are helpful. Some suggestions: (442)

WRITING READINESS: CIRCLES (Individual).

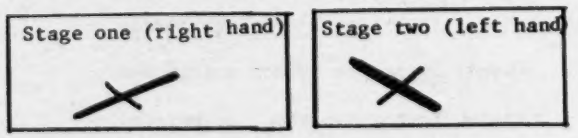
Facing the chalkboard, the student touches his nose to the board and an X is made at the point where his nose touches. He then takes two pieces of chalk, one piece in each hand, and keeping his eyes straight ahead on the X, he begins making large circles simultaneously. This activity is excellent for eye-hand coordination. Later, he can make circles using his right hand and then change hands and make circles with his left hand only. When he has managed this particular hand-eye coordination skill he is ready for similar ones. (443)



WRITING READINESS: DIAGONALS (Individual).

An X is marked on the chalkboard where the student's nose has touched. Beginning with his right hand, he takes the chalk and marks a diagonal line from the upper right corner (within his reach) to the lower left corner (within his reach). His line must dissect the X at the middle. He lifts his hand and repeats this exercise. When he had had sufficient practice making diagonal lines with his right hand, he follows the same procedure with his left hand.

(444)



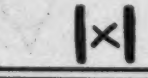
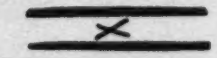
Note: In the case of left-handed children, always have them use their dominant hand first and then follow through with the other hand.

WRITING READINESS: VERTICAL LINES AND HORIZONTAL LINES (Individual).

Again an X is marked where the student's nose has touched the chalkboard. Beginning with his dominant hand (right for right-handed students; left for left-handed students), the student reaches as high as he can and proceeds to draw a straight line downward which goes through (445)

(continued)

the X point and continues as far down as his reach permits. He must constantly keep his eyes on the point, X. Later, he tries the same exercise using his other hand. And still later, the exercise can be repeated by drawing horizontal lines moving from left to right. (445)

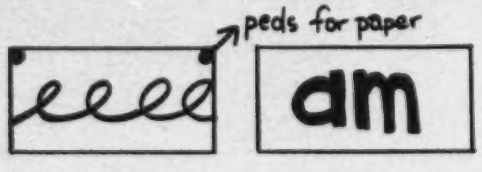
Stage One (dominant hand, verticals) (other hand, verticals)	Stage Two (both hands, verticals) 
Stage One (dominant hand,horizontals)	Stage Two (both hands, horizontals) 

TRACE CARDS (Individual; primary grades).

The child traces each letter of a short word made from sandpaper letters and says each letter as he goes. Then he tries to say the letters in a word without tracing. The final step is to print the letters by himself. (446)

INDENTED TRACE BOARDS (Individual).

Many educators do not believe in tracing techniques when learning how to print; however, for some children who need to gain the "feel" of the letter, trace boards are helpful. Some boards can be purchased; but if they are not available to the area schools, then homemade ones can be made by older woodcraft students. The indentions can be either carved or burned in the wood. Once the wood is sanded and varnished (to prevent slivers) children can set a piece of tracing paper on top of the boards and trace over the indented lines and shapes. (447)



A CHALKTALK (Group).

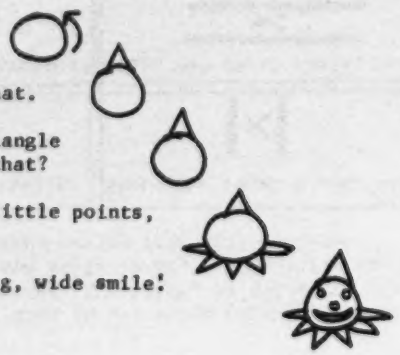
Small groups of children use the chalkboard while they say this riddle:

First we draw a circle
Then a triangle for a hat.

A circle and then a triangle
Now tell me! What is that?

Next, we'll make some little points,
Down and up and down;

Eyes and nose, and a big, wide smile!
Yes! It's Funny Clown! (448)



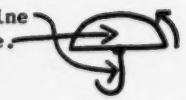
PRINTING READINESS (Class, group).

Circle and line drawings make printing readiness a joy for youngsters. Examples: (449)

My rabbit is
A furry bunny,
With two tall ears
And tail so funny.

I put a tail on pussy cat,
Down and curl around like that.

An umbrella is fine
For rain or shine.

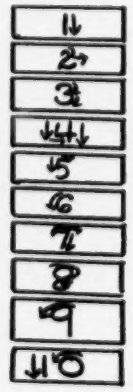


Mr. Porcupine
Has needles on his back
Each needle is
As sharp as a tack!

PRINTING NUMBER RHYMES (Class).

When younger children learn to print numbers 1-10, these simple rhymes will aid them in forming these numbers. (450)

A straight line down is fun for one.
Around and back on a railroad track makes a two.
Around a tree, around a tree makes a three.
Down, across and down some more makes a four!
Down, and back put a flag on top for a five.
Down and a loop makes six rolls of hoop!
Across and down from heaven; you've made a lucky seven!'
Around a gate; around a gate; around a gate; around a gate and you've made an eight.
A circle with a spine gives you nine.
Again--a one with a zero and you've got a ten!



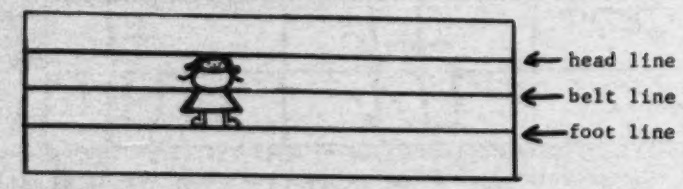
I-B

HANDWRITING SKILLS

Printscript

<u>USING SPACES</u> (Class or individual).

Younger children usually use some type of lined paper to aid them with printscript. If the triple lined paper is used, a simple analogy may be given: (451)



Letters that are written or printed below the "foot line" may be referred to as cat tails:

FIND IT...WRITE IT! (Group).

When learning to write names or certain words, it is helpful to have a model of such a word on the chalkboard. Each child then has a chance to see his or her name in print or some common word in print. The letters in the word are analyzed according to their formation, size, and space. (452)
Then the child copies the word directly under the original model on an eye-level line. A short evaluation ensues, whereby each letter is matched to the original. Any letters which need correcting are erased and written again.

LEFT-HANDERS' HANDWRITING OR PRINTSCRIPT SCALE (Individual).

Since there are so many ways of preparing the left-handed student with ease in writing, a useful aid might involve the students themselves. Collect from all sixth grade left-handers (or whatever grade desired) a sample of their handwriting. Then let the students meet together to (453)
construct a scale for judging left-handed writers in 6th grade and so on. (If inter-room exchanges are too difficult, try pupils inside one contained classroom from a given category such as constructing a writing scale for all boys; for all girls; etc.)

TRANSITION GAME (Group).

Transition from printscript to cursive handwriting varies from area to area; therefore, this activity can be used at one's own discretion. On the chalkboard, chart, or dittoed paper are several printed words. In the column next to the printed words are the printscript words (meaning printscript and cursive combined). And in the third column are the same (454)
words only in cursive writing. Students are encouraged to copy these three stages on their own paper and then think up more words showing the three ways of writing. This activity is particularly useful for those less coordinated or those bothered by cursive writing skills, as they can better see how letters can be linked together with little change.

in	in	in
it	it	it
call	call	call
pat	pat	pat

WRITING READINESS (Class or group).

Equip each student with a large piece of paper and a pencil or ball point pen. As the story is read aloud, the students inscribe the movements suggested on their paper or on the chalkboard.

As I was walking down the road, I saw some small animal drawl slowly toward me. ⟶ (A long, slow, straight line is drawn across the page). Suddenly, the animal must have heard my footsteps for he jumped back. ⟵ (The pencil is moved backward on the same line!).

It started toward me again. ⟶ (455)
(Another long line is drawn across the paper on top of the other line).

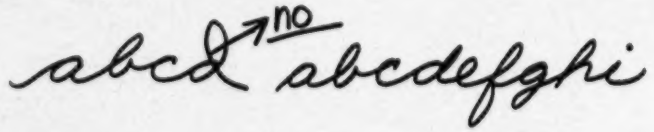
Just as it reached me, it started to make a scratching sound like this one: ∿∿∿∿ (up and down movements). Then it rolled over and over. ℓℓℓℓℓℓℓℓℓℓ (Round movements are made across the paper).

WRITING TO MUSIC (Group).

Certain movements in symphonies as well as other musical arrangements can stimulate otherwise dull handwriting exercises, especially for those students needing more practice. Using a staccato piece of music, a student could practice quick hand strokes; or using a smooth movement a student could write a string of waves. (456)
Example:

SLANT GAME (Partners).

Pair off some better cursive writers with some students who are having problems establishing a good slant. The better writer serves as both a model and an aid as he or she goes to the board and writes the first letter of the alphabet. Then the practicing students join a b to the a. If the aid accepts the slant of the letter b he will join the c to it; if not, he will ask the student to write it again until the slant is good. Example: (457)



CLASS DIRECTORY (Class).

Older students can either decide to print or to write their directories in long hand. A "pool" or master chart is made listing the names, addresses, and other pertinent information for a directory. The students alphabetize their sections for ease in locating a specific name. This (458)
can serve as a spare time activity, and a general evaluation can be made at the end noting these items: (1) neatness; (2) formation of letters, printscript, or cursive; (3) spacing of letters; (4) number size as well as letter size; and (5) alignment.

LETTER DETECTIVES (Class).

Certain letters in cursive writing present formation and alignment problems like the /t/, /d/, /b/, /r/, /g/, and /y/. Take a sampling of problem letters, and then choose the two letters most frequently "mutilated." For example, if /i/ and /e/ were chosen, the students (459)
could proclaim a given week as I-E Week. During that week they would scrutinize their own /i's/ and /e's/. Occasionally, a few students from a visiting class would play "detective" and ask to examine handwritten papers for bad /i's/ and /e's/. More ideas could be incorporated into this I-E Week as long as the original goal remained the same, to be aware of the correct formation and alignment of the letters /i/ and /e/.

SELF ANALYSIS SHEETS FOR HANDWRITING OR PRINTSCRIPT (Individual).

Students seem to be less offended when they must evaluate their own handwriting techniques. One method that may be useful for such an analysis is a monthly evaluation form or graph. (General idea from Paul S. Anderson, Language Skills in Elementary School). (460)

Name: _____

Write:

1. "My hurried writing:"

_____

_____

I would mark my fast writing
(Circle one)
EXCELLENT GOOD FAIR POOR

2. "My best writing:"

_____

_____

I would mark my best writing:
(Circle one)
EXCELLENT GOOD FAIR POOR

Name: _____

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb	Mar.	Apr.	May	June
Slant										
Spacing										
Size										
Alignmt.										
Loops										
Stems										
Closings										
Roundness										
Retraces										
Endings										

Ex. = excellent
G = good
P = practice
NI = needs improvement

} Marking Code

HANDWRITING STYLE (Individual).

Many a Language Arts teacher feel that if a student's handwriting is legible and neat it is silly to expect he or she to conform to an exact copy of John Hancock et al. For those teachers who subscribe to this opinion, the following activity may be worthwhile: Each student is given a piece of quality writing paper. He is asked to submit an autograph (autograph here means anything which is written in one's own hand). The autograph is left unsigned, and then pinned up on the bulletin board for investigation. Students try to guess whose autograph it is by analyzing the handwriting. Such an activity should reveal the interesting characteristics each student employs in his or her personal style of forming letters. (461)

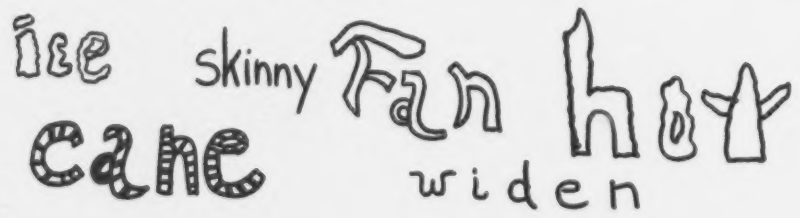
MAKING "LETTER" AIDS (Group).

Many times the key to neater handwriting skills is through meaningful practice. Often there is a need to cut out letters for display or for decoration; or to make labels for something; or to make slogans for signs. 1. Cut-out letters are best if they are made on practice paper first until the size and formation is good, and then the letters can be traced on heavy cardboard. 2. To make labels, students can either use felt marking pens; stencils; or label makers. Some students may even want to use a typewriter. 3. Sign slogans can be written in various ways. Any of the preceding methods can be used as well as the following approaches: (462)

Creative printscript or cursive hand
Poster paints
Various inks

CREATIVE HANDWRITING (Individual).

The Navajo student is often skilled in close hand work. Therefore, he or she should be given a chance to use some of his handwriting skills in a creative way. Some examples could include writing a name or greeting in plaster-of-paris for a wall plaque; practicing letter-making in wet sand which is placed in an oblong cake pan; cutting out felt letters for a display; selecting a special style of lettering for a particular mood or event; hand printing greeting cards; lettering posters with poster paint or wide felt marking pens; cutting out letters from printed material for a wall hanging or an abstract design board. (463)



(continued)

WRITTEN COMPOSITION

Formulative Writing Skills--Dictated writing and copying

EXPERIENCE CHARTS.

The teacher writes on the chalkboard simple student dictated sentences about some experience they have shared, e.g. a walk, a party, a visitor to the classroom, or a trip to the trading post. Each student copies the completed story and illustrates it with one or more pictures. These stories can be bound into booklets for future reading and enjoyment. (464)

INDIVIDUAL SENTENCES.

Each student draws a picture of his own choosing. Then he dictates to the teacher a sentence about the picture which the teacher writes on a strip of paper. The student copies the sentence across the bottom of his picture. (465)

LABELLING PICTURES.

The students draw pictures of anything they choose. The teacher asks the student questions about things in the picture such as What's this? What's the boy doing? What color is your dog? As the child answers the teacher writes in the answer under the item, e.g. a dog--he's running or my dog is brown. (466)

TEACHER DICTATION.

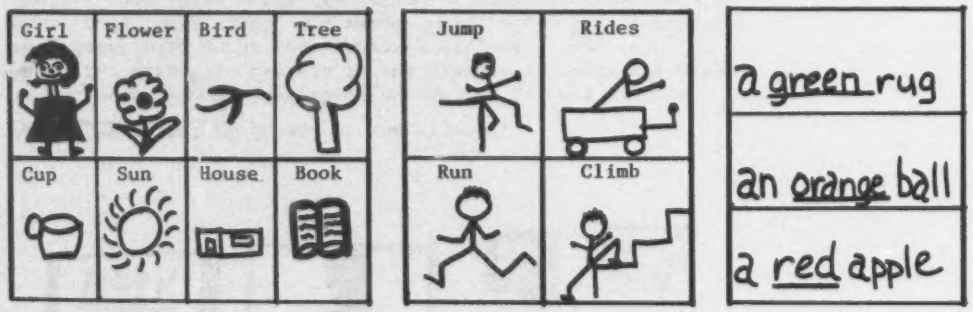
This activity begins in the early grades with dictation of color words, number words, and simple sentences such as: He is a boy.
This is a cat.
and gradually progresses to short stories that have been produced and read by the students or reading selections which have been enjoyed by them. Words which are not yet in their spelling vocabulary should be listed on the chalkboard. (467)

WRITTEN COMPOSITION

Formulative Writing Skills--Building writing vocabulary

LABELED PICTURES FOR VOCABULARY BUILDING (Group).

Primary-aged children can begin to distinguish parts of speech simply by labeling pictures. The following examples can be ditto'd off and distributed to children when they are ready to begin writing simple items: (468)



NAME THAT PERSON.

Starting with a picture, have the children list the people and things they see in the picture. The idea that the students name the items could be carried over into the meaning of the part of speech, example: nouns. The students should then have constant practice writing down nouns and using them in written and oral words. (469)

MY (VERB) COLLECTION (Individual).

While various parts of speech are being focused on, ask a specific student or students to cut pictures from magazines that illustrate verb action (or whatever part of speech). The pictures can be posted on a bulletin board with written labels below each or the pictures can be placed in a "grammar scrapbook" with the words grouped by grammatical functions. If the scrapbook idea is chosen, it can be used by lower grades. (470)

PRONOUNS "THAT" CONNECT (Class).

This is a review activity. Type or write sample sentences on separate paper strips:

I saw the man. He was late for work.

The baby crawled. He was funny.

I watched the people. Their hats flew off. (471)

Distribute these sentences to each student, and direct their attention to three pronouns such as who, whose, that. Explain to them that they are to write one of these pronoun connectives in one sentence without changing the meaning or general word order. (Be sure to illustrate several of these sentences before this written activity takes place.)

I saw the man who was late for work.
The baby that crawled was funny.
I watched the people whose hats flew off.

"MODIFIER GAME" (Group or individual).

Since modifiers direct the meanings of sentences, let the students write down several substitution exercises like the following one:

The (large) (minute) (filthy) (tortured) animal crawled to a (shady) (cool) (warm) (grassy) (wooded) spot under the tree.

Display pictures illustrating the modifier. The student writes his own sentence using the modifier of his choice and matches it with the picture. (472)

Have some students read their written exercise aloud to show the differences which exist when different modifiers are used. Later have the students extend their use of modifiers by using two or more in similiar exercises.
a tattered old house
a beautiful blue sky

ADJECTIVE BOOKS (Class or individual).

Primary students will enjoy making size books which in essence are adjectives they are learning. Each child should be given a pre cut paper depicting a certain size, and then he or she writes the word and then illustrates that word. A series of such size books can be compiled and then labeled: OUT BIG BOOK of MY BIG BOOK or simply the BIG BOOK. Colors or numbers can be used in place of size. Verb books can be made whereby each student writes and illustrates many verbs.

(473)

ADJECTIVE DETECTIVE (Class or individual).

Invent some type of advertisement and put it on a bulletin board for display. Explain to the class that there are many, many describing words that answer questions: What color? What kind? What size? How many? Which one? The teacher may explain that these words are called adjectives; they describe nouns. Then give the students a chance to write down in list form all the describing words they can spot in the bulletin board advertisement. When they have completed their list, ask them to deposit it in a large envelope pinned on the same bulletin board. The student who locates the most adjectives wins.

(474)

The teacher should relate the advertisement to local activities, for instance, rodeo, trading post sale, special days, and programs

(474)

FLANNEL BOARD (Individual).

Materials: Flannel boards and lower case felt letters. A child builds words by himself on the flannel board by sounding out a word and putting the letters in the correct order. Start this activity with the whole class first and then let each child do his own as he is ready.

(475)

COMPARISONS.

This is a vocabulary building and reverse catagorizing exercise which can reinforce or review certain sentence structures such as:

These shoes are sandals.
These stockings are blue.
The flowers are roses.
Those rocks are flat.

(476)

(continued)

Other structures are possible such as:

The blue stockings are mine.
Roses are flowers.

Have on display several groups of items such as the following:

shoes (different types)	records (different types)
stockings (different sizes)	fruits (various kinds)
flowers (different species)	canned goods (various kinds)
marbles (different colors)	bottles (various shapes, sizes)
rocks (different shapes)	art prints (various types
pencils (different sizes)	magazines etc.)

(476)

The teacher models the activity. The students produce similar sentences, first orally with the teacher recording these sentences on the board, and then in writing.

FINDING "ADJACENT" WORDS (Class or individual).

Present a few new vocabulary words in sample sentences on the board or on a separate work sheet. If the new word(s) is a noun, the children write the adjectives that can fit before it and verbs that go after it. If the new word is a verb, they list nouns and adverbs. If the word is an adverb, they list verbs. If it is an adjective, they list nouns. In each instance, the student writes the adjacent words that can go with the vocabulary word. Note: don't use grammatical terminology, instead say, "What word can we say here?". (477)

MAKING A LOT OF WORDS (Class).

Write a large word or a short phrase on the chalkboard. Have the class make as many words as they can from the big word or phrase. Be sure to establish some rules: length of words to be made o acceptance or nonacceptance of nonsense words. (478)

demonstration

Some possibilities: station, nation, monster, man, mat, mars, mad, made, maid, mater, note, not, nod, steam, etc.

SYNONYM GAMES (Class).

Synonym games help to increase the child's choice of written words and enable him to comprehend reading vocabulary. For example, when he reads about "huts" and "shacks", he will understand that huts are little houses. When the children have had considerable oral practice using synonyms, try the following written exercises:

1. The children write as many words that mean the same as "big." Once their list is seemingly complete (they can use a dictionary and/or a thesaurus), they use each synonym in a sentence. (479)

BIG
1. large
2. huge
3. grand
4. enormous

2. Student teams compete with one another by building the longest list of synonyms for certain given words.

(Original idea submitted by Thedia Ward, Chinle Boarding School, Primary).

SUBSTITUTE THE MISSING WORD (Individual).

Have available one large copy or individual copies of a poem with certain words substituted by a blank frame. Within each frame, put numbers starting with 1. Have the children number a sheet of paper correspondingly. After each number, have them write words that might fit in the context. Discuss choices and then show them the completed version of the poem. (480)

IDIOMS (Class).

An idiom is an expression established by usage and peculiar to a language. Since English idioms are often confusing to the Navajo, they cannot be taken literally; therefore, such expressions should be used with care by the teacher and thoroughly explained to the Navajo student who wishes to use them in his writing. (481)
Example:

"by and large"

(continued)

"catch a cold"
"ran into him"
"for crying out loud"
"hit and miss"

(481)

Activities and exercises here would depend on the individual needs of the pupils.

ERIC 109

WRITTEN COMPOSITION

Formulative Writing Skills--Constructing simple sentences

TURNING WORDS INTO STORIES (Class).

A great deal of oral work accompanies beginning written work. One idea to be used with young children is to hold up a simple picture such as a colored photograph of a young Navajo Indian boy or girl wearing traditional clothing. Then the teacher proceeds to tell (in the case of nonreaders) or to write (for beginning readers) some of the words for a simple story on the board: a boy, red shoes, and beads.

The teacher can ask, "Is this a story?" "No, those are just words." "Let's make them into a story." Then the children and the teacher use the words to compose a simple, sensible story about the picture. (482)
Example:

The Indian boy is sitting on a chair.
He is wearing beautiful beads.
He is wearing bright red shoes.

The more activities that center around building experience stories in early grades, the easier it will be for Navajo students to write meaningful and well constructed sentences.

"TOWING WORD" GAME (Class or group).

Since articles always appear before nouns, let your students consider them as "towing words." You might even wish to show such articles as a "tow truck" and the nouns as the vehicle being towed.

The "towing word" a can tow nouns that begin with consonant sounds, but the "towing word" an can only tow those nouns that begin with a vowel sound. The "towing word" the can tow either singular or plural nouns or mass nouns, beginning with either consonant or vowel sounds. (483)

(continued)

Let the students then experiment with "towing words" with exercises like the following ones:

_____apples are falling off _____tree.
_____boy sat down on _____tack. (483)
When _____teacher found out _____class was busy, she immediately looked for _____answer to the boy's question.

("Tow word" idea from Mauree Applegate).

INTRODUCING ACTION WORDS (Class).

Write several simple sentences of the same grammatical pattern on the chalkboard next to simple drawings while the class watches you. Then erase all the action words (verbs). Discuss with the students that the parts of the sentences removed were the action words. Let the students take turns writing in the missing action words. Then, have them copy a few of the sentences in their language notebooks and underline the action word. (484)

MISSING VERB GAME (Group).

In order to give practice in writing verbs (or whatever part of speech being studied) to complete sentences, have available a large sheet of paper with several incomplete sentences minus the verbs. Then give each student or group of students small strips of paper so they may write down a verb which will fit the sentence. The student completing the most sentences by writing in the correct verbs wins. (Note: the paper strips may be pasted into the blanks or the student may simply write the verb in the blank without going through the additional step mentioned above). (485)

The man _____ the large truck. (Possible verb entries: drove; wrecked; parked; stopped; painted; washed; and stole).

Formulative Writing Skills--Constructing simple sentences

THE DIRECT OBJECT OF THE VERB (Class).

In order to present the simple concept of objects, it is best to begin orally. Print on the chalkboard several sentences which review just the noun and the verb concept. Then ask the students to come up and supply the missing word. Example:

John hit _____. (Tom, the robber, the ball, or the target)
Nick fed _____. (the dog, the fish, or Mary)
Lance ate_____. (chicken, a hotdog, potato chips, or candy)

It is best to give the students words to choose from in order to avoid confusion. To further clarify this concept, write on a word card a noun like Mother. Let child "A" hold the word, mother, while child "B" holds another word card with a verb written on it such as "cooked." Then ask who sees another word card that tells what received the action. Child "C" then comes forward and selects the "object" card from the pocket chart. You might end up with this sample: (486)

Child "A" or Noun Phrase Subject Slot	Child "B" or Transitive Verb Slot	Child "C" or Noun Phrase Predicate Slot
Mother (S)	cooked (V)	dinner. (O)
Joy (S)	slugged (V)	Bill. (O)

When the children seem to have grasped the concept of the direct object of the verb, give them some written exercises similar to the preceding ones.

PREPOSITION FUN (Class).

Learning "where" words is fun if you use a box, a table, or a chair. For younger children a large box (from a TV set) is placed on the floor. Then one child is picked to be "it." He or she stands next to the box while another child writes an order on the board such as "Get in the box." "It" follows the order. Another child writes a different instruction on the board like "Get on the box." "It" reads the order and follows it accordingly. If he misinterprets the order, another "it" is chosen. When most of the prepositions have been written on the board (on, in, under, over, around, by, above, beside, or into), then let the class make orally and then copy the sentences on paper, circling or underlining the "where" words as they come to them. (487)

NEWSPAPER HEADLINES (Class for advanced students).

Have available for each student the front sections of newspapers. Discuss lack of information as given in several headlines by first writing them on the board and then reading them orally. Next, hold an open discussion in order for students to show the need for sentence expansion in order to eliminate the vagueness of such headlines. Finally, let children cut out their own headlines and organize a writing lesson around them. Example: (488)

Dead Man "Lives"
Invasion A Success

PUNCTUATION PERSONALITIES (Group).

When introducing the punctuation marks like the period, the question mark, the exclamation mark, and the comma, ascribe to each a certain characteristic or personality. Example:

Day One

"My name is Perry Period
Use me at the end when you want to stop your sentences.
Please try me out, now.
First, write down three plain sentences like 'I have a ball.'
Second, write me at the end of your sentences: 'I have a ball.' etc." (489)

Day Two

"Hi Folks!
This is Perry Period again.
Remember yesterday you used me to stop your sentences.
You know, I have another job, too.
I am needed after abbreviations in titles of persons and things: Mr. Jones; Apr.
Today, use me in the following abbreviation exercise:
_____(Make up one)."

These so called "punctuation personality" exercises can be tape recorded and used for group exercises.

CAPITALIZATION STORE (Class).

In order to know when to write a capital letter and when not to write one presents problems. Using a bulletin board or a large chart, set up a background "store" with a specific title such as "HOLIDAY STORE," or "COUNTRY STORE," or "RIVER STORE," or "GREETING STORE," or "FAMOUS PEOPLE STORE." Students write down on small word cards the names of items that belong in that particular store. This activity is ongoing and will hopefully build an awareness for using capital letters. (490)
Example:

MONTH STORE

February December
January July April

WRITING A "COMMA" (COMMON LETTER) (Group).

Comma rules are many and varied; however, four useful comma rules are important in letter writing, more are used if needed. Prepare a letter leaving out the necessary commas. Instruct the class members to write in the commas needed; first, to separate the parts of the date and year; second, to set off the name of the city from the state; third, to punctuate the salutation; fourth, to close the letter. (491)

May 10 1970

Dear Mom and Dad

_____

_____

_____

Love

Tina

_____Boarding School
Window Rock, Arizona

See Appendix for some important punctuation rules not covered in the preceding activities.

WHAT'S MY JOB? (Class or group).

Upper-grade children can write out "job clues" for certain "punctuation marks." Given an application form like the following one, students can write down a list of qualifications or clues which describe a certain punctuation mark: (492)

Name: Mr. Apostrophe
Occupation: A Punctuation Mark
Hours Employed: Daily, 24 hours
Qualifications:
(1) I show the plural of figures and letters (five's)

(continued)

(2) I show where letters have been omitted (can't)
(3) I show possession (Susie's gown) (492)
(4) I show the omission of a number from a year ('70)

PUNCTUATION CARD GAME (Class or group).

Printed on small tagboard cards are the various punctuation mark names which have been encountered by a particular class. Each class member finds two or three such cards turned face down on his desk. He (or she) must turn one card over at a time, paste it on his paper, and write a sentence using that particular mark. When he has used all the cards on his desk, he trades his paper with another class member for correction. The teacher will have to give individual help when needed. Example:

color	Dear Sir:
quotation marks	Tom said, "I wish I had more time to finish this lesson."
exclamation mark	"Get out!" they screamed.

(493)

CORRECT ME, I'M WRONG! (Class).

On the chalkboard or on a large chart paper write a very short story using incorrect punctuation. Let the students discover the errors, and then suggest that they help you by writing the correction on paper. (The incorrect paragraph might include misplaced commas, forgotten capital letters, incorrect abbreviations, etc.) (494)

RE-WRITES (Class).

Once the various types of punctuation marks have been learned by students, pass out copies of unpunctuated paragraphs such as this one:

usually droughts were uncommon in baja according to dr marks arizona historian but this particular july was considered the most dry month in the history of the land what do you think the inhabitants did in order to preserve their crops and in fact their very existence (495)

The students are instructed to rewrite the article putting in the correct punctuation.

PUNCTUATION EXERCISE (Class or group).

Reproduce without any punctuation a paragraph or two from the students' reading or literature book. Ask the students to put in the punctuation using a guide for the number of marks needed. When finished, the students are given the book name and page number in order to correct their own work. Example:

You will need: 5 sentences 1 question mark
7 capital letters 3 commas
4 periods 2 apostrophes (496)

he saw the man behind the tree it was too dark to distinguish the mans appearance though there were clues a strong stench and a coarse cough perhaps the man was king james returning from the carnival outside of littletown maybe he was the famous knight who had escaped the palace guards wasn t it strange that a man reknown or not would be standing behind a tree

PUNCTUATION PROBLEMS? (Group).

Try using part of the Victor Borge record, Phonetical Punctuation, for introducing a punctuation lesson to intermediate grades. Following this introduction lesson have the students read short portions of their own written compositions on tape. Replay the tape and call attention to the pauses which indicate the need for punctuation. Then have the (497)

(continued)

students correct their written papers inserting or removing punctuation marks where necessary. This same basic lesson can be varied in several ways to call attention to written punctuation problems. (497)

WRITTEN COMPOSITION

Controlled Composition--Vocabulary substitutions

MAKING STATEMENTS (Class).

Primary students need to gain independence in making sentences on their own. Words can be written on the chalkboard, and the students can write sentences using the correct form of words.

Example of words placed on chalkboard:

this	is	a	orange	oranges
it	are	an	banana	bananas
they	were		apple	apples
these			peach	peach
those			cookie	cookies
that			grape	grapes
			plum	plums

(498)

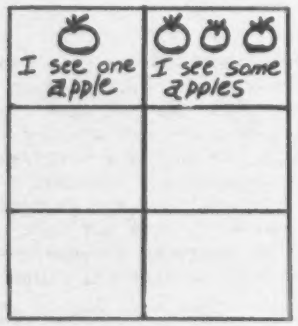
From such a list as given above, students (on their own) will be able to make statements such as:

This is an orange.
These are oranges.
It is a cookie.
Those were plums.

(Submitted by Beatrice R. Papa, Chinle Boarding School)

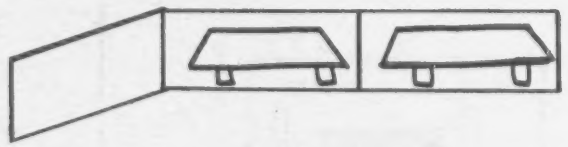
LABELING PICTURES APPROPRIATELY (Class or group).

Writing the correct form of a word is beneficial for beginning children. A useful exercise is labeling pictures with the appropriate form of a word. (499)



PLURAL FORMS OF NOUNS (Class).

Have available picture cards like this one:



The teacher "models" the activity: Hold up one of the picture cards with the flap closed and say "This is a table;" then open the flap and say, "These are tables." Fasten the picture card to the chalkboard and write both sentences next to it. Continue with several more cards by having individuals act as the "teacher." Next, have each student choose a card, and write the two pattern sentences to go with it. If the students wish to, they can continue this exercise until interest wanes. This activity, once modeled, can also be independent seat work. (500)

Note: The teacher may wish to keep pictures of items taking the simple /s/ ending separate from those requiring /es/ (bracelets vs. watches). A separate exercise can involve pictures of items that (continued)

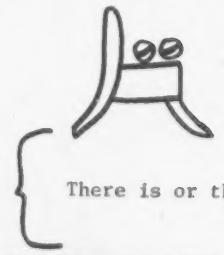
are mass nouns in English and which have been "quantified" by being "contained" in pieces, glasses, boxes, etc., such as, "This is a piece of string. These are pieces of string." (500)

The demonstratives that and those can be used instead of this and these by using an arrow to point to the picture.

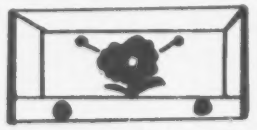
PATTERN PRACTICE FOR GRAMMATICAL AGREEMENT (Class, group, or individual).

For Navajo students learning English as their second language, pattern practice is extremely beneficial. After a great deal of oral exercise, students can be given written gamelike exercises such as the following one: (501)

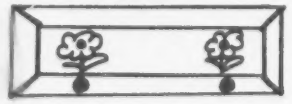
1. There ____ one ball on the chair.
2. There ____ two balls on the chair.
3. There ____ a ball on the chair.
4. There ____ balls on the chair.



There is or there are?



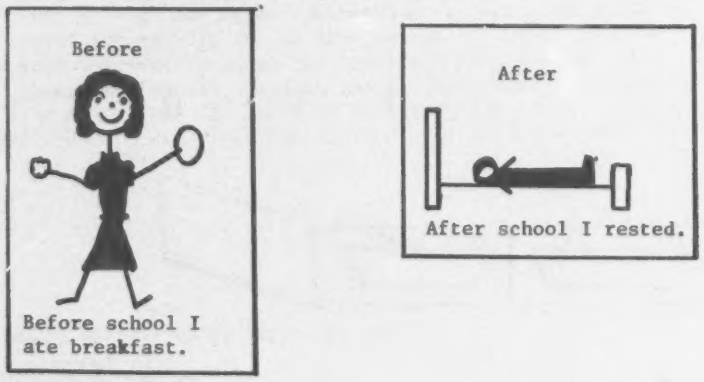
1. I see ____ thing on TV.
2. I see ____ things on TV.
3. Where is ____thing on TV?
4. Where are ____ things on TV?
5. I don't like ____ thing on Channel 6.



that thing or those things?

USE OF BEFORE AND AFTER IN A PAST TENSE SITUATION (Class).

Young students need help in writing time relationships in sentences. To do this have them draw "before" and "after" pictures. Samples: (502)



TAPE RECORDED "USAGE" LESSONS (Class or group).

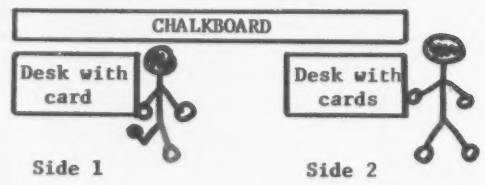
In the upper grades, the students themselves might select certain words for a taped lesson which present problems in their speaking and writing (e.g., did and done; seen and saw; leave and let; does and doesn't; etc.). The first part of the tape should introduce the problem in usage by stating a sentence incorrectly like, "Does he study yesterday?" After explaining a better way ("Did he study yesterday?"), the lesson should include several examples using the words correctly. Then, have a story read on tape. The "listeners" fill in the missing words using the correct form on their written copy. Immediately following this exercise the correct words are given so immediate feedback occurs. (503)

USE IT! (Group).

As this activity requires almost complete free production of sentences, it is for advanced students only to help in review as reinforcement. It could be adapted for less fluent students by having the chosen verb inserted into a set pattern such as "I _____yesterday." Two teams are chosen randomly, and each goes to a side of the room. Two stacks of irregular verb cards in the base form are placed face down on two desks located at the front of the room. One student from each team picks up a card from his respective stack and must use the past tense correctly in a written sentence on the chalkboard. If both students use their word correctly then both score a point for his or her team and so on until everyone has a turn. (If time becomes a factor, set a one or two minute limit.) (504)

(continued)

Front of Room



WHICH TENSE? (Group).

This activity as given is for advanced students only. It can be adjusted to beginning students by limiting verb forms listed to use to only those already learned, and by the teacher modeling sample sentences. On the chalkboard there are several different verbs in various tenses. Students are assigned the task of writing each word correctly in a sentence.

Sample: signed, have eaten, knew, choose, write, caught, took, leave came, ate, had eaten, give, has seen. (505)

1. He signed the contract yesterday.
2. I have already eaten my dinner.
3. He knew me well.
4. I choose the new class monitor every month.
5. I came to school early today.

WRITTEM COMPOSITION

Controlled Composition--Word-form changes

VERB TENSE (Class).

The following plan was submitted by Laurence V. Smith. His objective (5th grade): "The students will be able to write a composition without changing the verb tense." Here is the procedure he used:

1. Write a paragraph on the chalkboard with the verbs omitted.
2. Put a list of verbs on the overhead projector or chalkboard.
3. Ask the students to find words in the paragraph that name the tense of the composition. Call on individuals to pick out the verbs to put in the paragraph.
4. Copy paragraph in controlled composition notebook.
5. Rewrite paragraph changing the grammatical number of the subject.

(506)

PRONOUN "REPLACEMENTS" (Class).

A good way to present "pronouns" is to set up a bulletin board with noun word cards.

students	boy	Joe	dog
girl	school	Bill	houses

The teacher writes on the chalkboard student sentences for each word. Then, the teacher and the students together select a pronoun to replace each noun in the sentences. As pronouns are given, the teacher may draw a line through the noun and write a pronoun above it.

(507)

Appropriate pronouns could have been printed on vinyl overlays. Then, the student places each overlay over the corresponding word card on the bulletin board.

The students copy both forms of the sentences in their notebook. With the help of word cards and other stock pile aids, the students make three sentences of their own in both forms.

INDEFINITE PRONOUNS (Class).

Put a list of indefinite pronouns on the chalkboard. Help the student discover that these pronouns do not stand for the definite name of something. Encourage various class members to write these pronouns in sentences on the board. The "indefinite pronouns" are:

(508)

one	neither	something
someone	either	nothing
anyone	all	everything
none	nobody	anything
no one	anybody	
	everybody	

CHARTING PRONOUN FORMS (Class).

Assuming a particular group or class has had a good foundation on pronouns, it would be helpful to have your students write out a permanent chart showing the Subject Pronouns, Possessive Pronouns, and Object Pronouns. The chart could resemble this one:

(509)

Subject Pronouns	Possessive Pronouns	Object Pronouns
I (I have a dog.)	my (That is my dog.)	me (That dog belongs to me.)
we (We have many books.)	our (Those are our books.)	us (Those books belong to us.)
you (You can have the hamburger.)	your (This is your hamburger.)	you (She will give the hamburger to you.)

(Idea from Paul S. Anderson, Language Skills in Elementary School.)

WRITTEN COMPOSITION

Controlled Composition--Word-form changes

POSSESSIVES.

Prepare work sheets of two columns as follows:

Column A	Column B
1. This book belongs to Tom.	1. This is Tom's book.
2. This shirt belongs to my brother.	2. This is my _____ shirt.
3. The red book belongs to Mary.	3. The red book is _____.
4. These crayons belong to my teacher.	4. _____.

(510)

The teacher models the activity. Then, the students complete their work sheets. The activity can be extended by having each student add a pair of original sentences.

COMPARATIVES SUCH AS TALL, TALLER, AND TALLEST.

Exercises of this type are plentiful in all language texts. Be sure to present the exercises in such a way that the students discover the "rules" for these formations rather than learning the rules first. All exercises should be carefully illustrated with either real objects or pictures. (511)

CUTTING AND MENDING (Group).

Root words are printed on heavy paper. The children cut out each word and then find a suitable suffix or prefix to add to these root words. They tape or glue to add on to the root word and then use each mended version in a sentence.

Sample:

pre	er
a	es/s
non	ed
ad	ing
ab	ment

form
mission
end
look
commence

(512)

He paid his admission.

Note: Younger children should learn word endings first.

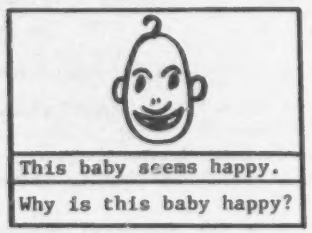
CONTRADICT ME:

Have a supply of affirmative sentences written on strips, at least one per student, placed near the chalkboard. The sentences supplied by the teacher can all be of the pattern being taught in the ESL lesson of a mixture (for review) of patterns already learned. The sentences can all be in the negative, and have to be restated in the affirmative, or they can be a mixture of affirmative and negative sentences of all patterns for advanced students.

The students line up in two teams in the end of the room opposite the chalkboard. At a signal from the teacher, the student at the head of each team line goes to the chalkboard, takes the sentence on top of the supply pile, copies it on one half of the board, and then changes places with his opponent and writes the negative form of the other team's sentence under it. When finished, he returns to his seat if his work is correct or goes to the end of his team's line if it isn't correct. The next team member repeats the procedure, copying the affirmative sentence under the last sentence written by a member of his own team. The first team to finish wins. (513)

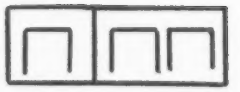
QUESTIONS (Class).

Teacher models activity. Primary children can add variety to their sentence patterns by writing questions. Have youngsters draw a picture and underneath it write two sentences: one telling about the picture and one asking something about it. Example: (514)



PLURAL FORMS IN QUESTIONS AND ANSWERS.

Have available paired picture cards, the left side showing one item and the right side showing more than one of the same items. The teacher models the activity by holding up one of the picture cards with the flap closed and asking "What is this?" while writing the question on the board after attaching the card to the board. Either "A table" or "It's a table" should be accepted in answer, but only "It's a table" (or "It is a table") should be written under the question on the board. Develop the "What are these?" questions, and "Tables" or "They are tables " answers in the same way. (515)



This same activity can be done with the yes/no question and answer: "Is this a table?/Are these tables?", "Yes, it is/Yes, they are." and "No, it isn't./No, they aren't."

FORMING QUESTIONS WITH EMPHASIS ON SUBJECT LOCATION (Class, individual).

Write on the chalkboard or on separate worksheets a statement sentence using a form of "be" with "ing." Change the statement sentence to a question sentence by moving the form of "be" to the beginning of the sentence. The class must point out the subject of the sentence by underlining it or by writing it separately; then, have the class members change the statement sentence around in a similar manner and still designate the subject. Example: (516)

The airplanes are flying at a low altitude.
Are the airplanes flying at a low altitude?

Subject: airplanes.

WRITTEN COMPOSITION

Controlled Composition--Transformations

THESE WORDS. Write the examples on the chalkboard. They then label each sentence with the appropriate "wh" question word.

Have the following sentences or similar ones written on a chart or worksheet. The teacher and the student together circle the identification word in each sentence. Then, the students put "wh" question for each sentence. Exchange papers and answer the questions:

The bag is inside the room. where

I went outside. where

He went down the stairs. where

The boy runs fast. how

Put your work away. where

Late tomorrow evening, I will go home. when

(517)

THERE IS GAME (Class, group).

Each student has a pen and paper. A hat or box containing written questions is passed around the room. Each student selects a "surprise" question; reads it silently and writes the answer on his paper. The answer must contain "there is," "there are," "there was," or "there were." The teacher makes sure every student has written a correct answer; they can show their questions and answers. If necessary, additional follow-up exercises may be given.

Examples: Question-Are there any pencils in this room?
Answer - Yes, there are fifteen pencils in the jar on my desk. (518)

Question-Where is (there) a drinking fountain?
Answer - There's (There is) one in the hall.

Note: Only certain questions will legitimately require use of there___ in the answer: all yes/no questions of there sentences; if the where question doesn't include there, the article in the noun phrase must be indefinite (either a or same).

SENTENCE COMPLETION (Individual).

Students are given a written exercise where the subject and the verb are provided, and they must fill in the missing object(s). Example:

Pete bought_____.

Alice needed_____.

(519)

Longer sentences are used with older students.

Having run out of gas, John bought the_____ with the last money he had in his wallet.

AMONG-BETWEEN.

Review of units previously taught. After the teacher models the activity, he proceeds as follows:

Write the word "among" on one side of the chalkboard and "between" on the other side. Help students make several sentences using each. Write the sentence under the corresponding word used. Then, lead students to the rule for the use of "among" and "between" (that "among" applies to more than two persons whereas "between" applies to only two persons).

The following sentences, and other similar ones may be written on a chart or work sheet so the students can fill in the blanks with the correct choice of these two prepositions: (520)

1. We placed the cheese_____the two slices of bread.
2. The cookies were divided_____all the children.
3. Just_____you and me, I think she was wrong.

The teacher should make sure of accuracy while students are writing. The students may then copy the sentence and write two or three original ones in their notebooks.

EXPANDED SENTENCES (Group).

Show a picture of a holiday, scene, people, or whatever. Then discuss it. Record on the chalkboard all the words given that describe the picture. Then, invite each student to write the words into a sentence that can be expanded by adding more descriptive words. Example: Show a picture of a large grotesque palace. Write down the words the class members give you (spooky, large, castle, palace, building, arches, fairyland, beautiful, scary, stately, creaky). Next, ask the students to write a simple sentence such as "It is a palace." Finally, ask that they write down their "expanded" version which might read, "It is a gloomy old palace which may be haunted with strange sound and weird webs." (521)

MAKING SENTENCE KITS (Individual).

Students can construct their own "kits" by printing main words that fit into a sentence on tagboard cards. For example, the student could print subjects of sentences on yellow tagboard cards; verbs on orange tagboard cards; and then "spare parts," or modifiers, on bright color cards. The individual then begins to construct his own "written" version of sentence "cores" and sentence "spares" by placing the cards side by side. Example: (522)

Basic sentence or sentence core: the (Yellow Card) animals (Yellow Card) came (Orange Card)

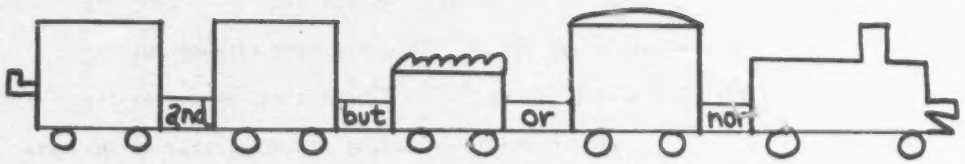
Spare parts: large | first | small | vicious | usually | outdoors

CONNECTORS.

Learning to use connective words will help the students produce longer, more comprehensive sentences. One can use the analogy of a train that needs ties and connecting lines to keep the cars of the train together while in motion. A sentence also needs connecting words in order to hold it together. Some connectors (523)

(continued)

or conjunctions are:



(Use a more sophisticated example for older students.) (523)

The teacher will help the students make oral sentences using the connecting words. Sentences should be written on the chalkboard, underlining or circling the connective word in each sentnece.

Have students write two or three sentences using the conjunctions of their choice.

MAKE THE SENTENCE GROW (Individual).

The teacher models the activity. Place on chart paper several short, easy sentences. Then have the student summarize the shorter sentences into one long sentence by writing it on paper. Example:

(524)

SHORTER VERSION	SUMMARIZED VERSION
We went to the store.	When we went to the store,
We saw a large machine.	we were able to climb
We were able to get inside of it.	inside a large machine.

RECOGNIZING VARIOUS SENTENCES (Class).

Learning the different types of sentences (simple, complex, compound, and compound-complex) can be confusing: therefore, each type is usually introduced by itself. First, the students should practice each type in oral exercises and then in written exercises. Second, the students would combine the four types of sentences in a dittoed exercise. The students can use an established code to mark each type. (525)

Sample:
Here is my paragraph. Please help me understand sentence types by marking my paper like this:

Underline my compound sentences.

Wavy line for my complex sentences.

Double underline my compound-complex sentences.

Circle my simple sentences.

---

(525)

The boys and girls are playing tag.

They run when they see "it" coming.

"It" tagged all the girls, and the boys ran, because they didn't want to get caught.

"It" continued to chase the boys, but they managed to run away.

CLASSIFY SENTENCES (Class or group).

After the class has had several lessons on sentences (declarative, interrogative, imperative, and exclamatory), have several students go up to the chalkboard. Give them a sentence classification like "write an interrogative sentence." If any of the sentences are incorrect, let one observing student come up to correct the mistake(s). (526)
(General idea from 7th and 8th grade boys at Shonto Boarding School.)

(continued)

TELL ME WHAT HE SAID.

Navajo students have difficulty handling reported and indirect speech, both orally and in writing. Dr. Robert Wilson is introducing it orally in his Beginner's Program, and English This Way, Book 6, has a number of units on it. One class activity that might be helpful to upper intermediate students who have encountered reported and indirect speech only in their reading or in teacher instrructions (e.g. "Mary, ask Tom if he has finished the special assignment I gave him yesterday.") is the following:

First: Send a boy and a girl out of the room and have another boy and girl come to the front of the room and hold a simple conversation such as:

Tom: I came to school early this morning.

Suzy: I didn't. I was late.

Second: Have the students who were sent out of the room return. The teacher then asks the class: "How can we tell Mary and Joe what Tom and Suzy said?", to elicit:

Tom said, "I came to school early this morning," and Suzy said, "I didn't. I was late."

Third: The teacher then leads the class to see that Mary and Joe could have been told the same thing by being told:

Tom said that he came to school early this morning, but Suzy said that she didn't. She was late.

(527)

The teacher and the class should go through several such dialogues---reported speech---indirect speech sequences orally, with the teacher writing the sentences on the board. Then the students can try reporting a dialogue---etc., or two, on their own in writing, with the teacher checking and helping individuals. As a follow up activity, the students could complete worksheets on which only the original dialogue was recorded. For example:

1. Judy: I am going to watch TV tonight.

Henry: I think I'll play baseball.

REPORTED-INDIRECT SPEECH ACTIVITIES.

A work sheet may be prepared by the teacher presenting several reported quotations as follows:

"Is Mary singing? asked the teacher.

_____.

"I'm going to town tomorrow," Jim said.

_____.

"I want to see the circus," said Rosito.

_____.

"I'll open the window for you," said Terry to the teacher.

_____.

(528)

After modeling the exercise on the chalkboard, the work sheets are distributed and the students write on the line below each quotation, the correct indirect quotation. As the students are writing, the teacher will try to give assistance as needed to help each student write the correct forms. Later papers may be exchanged and both reported and indirect quotations read aloud.

WRITTEN COMPOSITION

Controlled Composition--Negative and tag questions

NEGATIVE QUESTIONS.

Navajo students have difficulty answering negative questions. To help them become aware of this problem, go through the following steps:

1. "Don't you want any ice cream?" Have the student change this to the affirmative form:
2. "Do you want some ice cream?"
3. Student then answers Question 2 "truthfully."
4. Again ask the negative question in (1) and have the student answer as in (3).

This operation can be done orally with many negative questions, and then the students can write on worksheets. Culminate the learning in a later session by pairs of students writing negative questions, exchanging papers, and answering.

(529)

AFFIRMATIVE-NEGATIVE TAG QUESTION.

1. A. Mike doesn't like oranges, does he?
   B. No, he doesn't.
2. A. Mike does like bananas, doesn't he?
   B. Yes, he does.

The teacher models the affirmative tag question and answer as given in Number 1 above. Then the teacher guides the students to point out where "does" and "doesn't" appears in the sentence and that when "does" appears in the tag the answer begins with "No." Then, have the students produce orally several similiar questions and answers which the teacher will write on the chalkboard. Each student will then write a question of his own on a strip of paper supplied by the teacher. While the students are writing,

(530)

(continued)

the teacher should check to make sure each question is stated correctly. Students may then exchange papers, read questions, and answer them correctly.

On another day introduce and practice tag questions as follows:

3. A. Tom isn't going to Gallup, is he?
   B. No, he isn't.
4. A. Tom is going to Gallup, isn't he?
   B. Yes, he is.

Teacher may proceed as for 1 and 2 above.

Similar exercises may be developed for practicing tag questions with other auxilaried as have and had.

Note: Students may copy models and/or write original examples of Affirmative-Negative Tag questions in their notebooks.

(530)

WRITTEN COMPOSITION

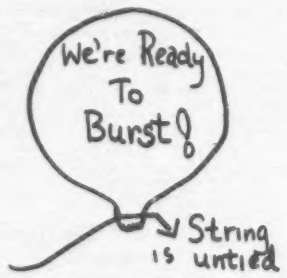
Self-Generated Composition--Practical prose

THANK YOU NOTES: GREETING CARDS.

Young children enjoy creating their own cards and notes. Given colored construction paper and scraps of material, they can design and write their own simple greeting. With the help of picture dictionaries as well as the teacher and her aides, the children will be able to create cards and notes independently. (531)

WRITING ANNOUNCEMENTS AND INVITATIONS (Class or group).

All age groups will enjoy writing exercises inviting persons to a school function or to tell them of a coming event. Writing such announcements does not have to be an individual effort, for small groups can be organized to write certain portions of the announcements or invitations. Also, creative phrases and "catchy" words can be used. Try it with your class. Sample:



(532)

(inside)
We won the football championship!

LETTER WORKSHEETS (Class).

Before formal letter writing begins, written worksheets should be used in order to practice headings, greetings, and closings.

SAMPLE WORKSHEET

Greetings

Correct the following greetings:
dear mother
dear jane
dear Miss Jacobson (533)

Put a comma after these greetings:
Dear Miss Jacobson
Dear Father
Dear Ruth

Use a capital letter at the beginning of names and places and titles
Dear dr. jacobs,
Dear father,

FINISH IT! (Class).

Leave a letter or a report unfinished at the end. Let the students write their own "closing" and then share the various versions used.

Fort Wingate School
February 28, 1970.

Dear Grandmother, (534)

Thanks for the mittens. I really need them for_____
_____
_____

Love,

_____

LETTER GREETINGS AND CLOSINGS (Class).

Since greetings and closings can become stale, and since Navajo students do write many letters (particularly those living in boarding schools) they should be given a chance to "brainstorm" new greeting and closing ideas. The ideas can be used as new letter-writing techniques.
Samples:

Greetings Joe,
Howdy _____,
Hi_____,
Dearest_____,
My Dear_____,
Merry Christmas_____,
Salutations_____,

(535)

LETTER-WRITING EVALUATIONS (Class).

Simple letter-writing evaluation forms aid students in skill development. The student can evaluate his own progress by using a sample evaluation form similar to this one:

1. Do I have these parts to my letter?
   - A heading? ☐
   - A greeting? ☐
   - A message? ☐
   - A closing? ☐
   - A name? ☐
2. Did I write legibly? ☐
3. Did I use indentations correctly? ☐
4. Did I use straight margins? ☐
5. Did I tell something worthwhile and interesting? ☐

(536)

BUSINESS LETTERS (Class).

Perhaps a special Language Arts or Social Studies lesson will promote a need to write a letter to the Tribal Council, the State Congressmen, or to a local business firm. Assuming that the students are prepared to write business letters from prior lessons, give them a chance to first read and discuss some made-up brands of business letters. Samples (these can be prepared as overhead projector transparencies.):

Shonto Bdg. School Shonto, Arizona July 2, 1970 Fairland Market Denver, Colorado Dear Sir: I am interested in working this summer in your chain store. I need money. How about giving me a chance. Yours, James Sinlee	Shonto Bdg. School Shonto, Arizona January 23, 1971 Dear Mr. Yazzi: I understand that you are searching for an experienced store clerk. Since I am interested in the position and have worked in a local Trading Post before, I would appreciate your consideration. I will be calling for an interview shortly. Thank you. Sincerely, Frank Moore

(537)

When the pros and cons of each letter have been discussed, let the students write and then evaluate each other's letters.

MAKE BELIEVE LETTERS (Class or group).

Interesting situations can be assigned for writing make believe letters. Examples include:

a. Write a letter to your aunt apologizing for losing one of her sheep when you were herding them last summer.

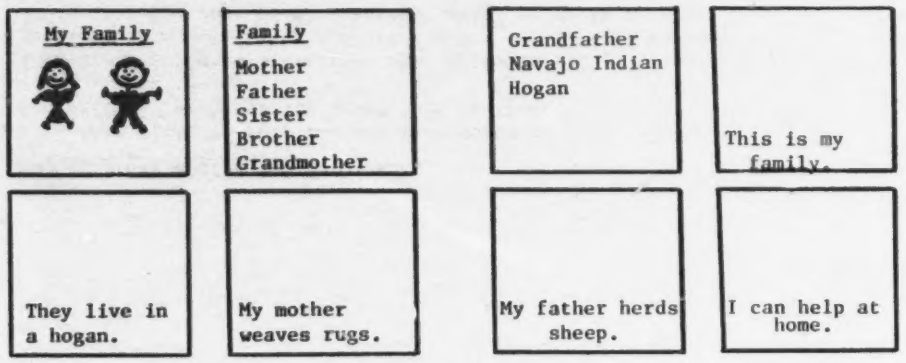
b. Write a letter to your mother asking if she can help you get your graduation dress or shirt. (538)

c. Write a letter asking your cousin to visit you for the Squaw Dance, etc.

(Submitted by Arlene Jorgensen, Elementary Teacher Supervisor, Tuba City Boarding School.)

WRITING LANGUAGE BOOKS (Class).

The younger primary set can benefit from making books that emphasize certain holidays, events, and experiences. Covers are made from construction paper and bright cutouts. In each book are words associated with the subject or topic; one line sentences with illustrations, and a favorite poem about the topic.
Samples: (539)



PICTURE WRITINGS (Class or group).

Select a picture from a magazine or a current reading book and have the children write on a sheet of paper the names of things they see in simple story form. They should consult a picture dictionary or their reading word lists for help in spelling. (540)

PROBLEM FOLDERS (Individual).

In order to stimulate the able children in class, create some folders that present a series of problems. Keep these folders in a special box, so that the interested and able student can seek out a folder and then write about one of the problem topics. (541)

To prepare these problem folders, take manila folders and label them with the topic. Then, write a list of questions which pose certain problems. A pertinent magazine article or newspaper clipping can be enclosed inside the folder to further explain the problem.

RECORDING RECIPES (Class or individual).

Individual recipes or recipe books made by all class members can help students learn to record simple items. Students could go on a recipe collection hunt, whereby they are given several large notecards for recording the recipes. They can copy down good recipes they obtain from the school cooks, their mothers or relatives, from magazines, from recipe books, or from school staff members. When each class member has recorded several recipes, a master book can be organized. Copies can be run off and distributed. (542)

MOTHER'S DAY RECIPE BOOKS (Class).

Vary this title to suit the event or occasion like: "Witches' Recipe Book" or "Favorite Navajoland Recipes."

Each student must write either one impromptu recipe or one recipe obtained from a reliable source. At the end of each recipe a "special humorous hint"is written which pertains to that particular student's mother. The students, if older, can form their own committees for assembling these books: 1) the printers, 2) the editors (edit book for correct spelling, grammar, and measurements.), 3) the organizers (make the table of contents and put each category of recipes in a separate section, number pages, and so forth), and 4) the binders (staple books together). (543)

WRITTEN OBSERVATIONS (Class).

Bring several small children to class (with their mother accompanying them) and let them do whatever they will do toddling about. After they leave the students can write about the things the small children did. If small children are not readily available, a pet could be brought to the room for the same purpose. (544)
(Arlene Jorgensen, Tuba City Boarding School)

WRITING A LOG (Class or individual).

Recording data from direct observation can be handled by students on all grade levels as long as the format used does not surpass their ability.

Take for example the primary students' log: (545)

Ant Farm

Ants are interesting insects.
They work in colonies.
They eat sugar.

Plant Growth

What process can produce the most desirable tomato plants?

Experiment I: After planting the tomato seeds in small clay pot containers, a first group of pots were labeled "A" and a second "B". The "A" group was placed in direct sunlight and watered daily; the "B" group was placed in a dark room and watered every six days. (545)

At the end of three weeks, the tomato plants in group "A" flourished; the group "B" plants showed negative signs of growth.

It was concluded that tomato plants need direct sunlight and abundant water to grow well.

EYE-WITNESS REPORTS (Class or small group).

Children of all ages become absorbed in the metamorphosis of some insect or animal or plant. To watch the change of a frog (or whatever) noting all the stages, can become a fascinating writing experience. Since sequence is so important, children should be given a small tablet in which to write down their observations or reports. Whenever they notice a change or something worth mentioning, they jot down their name, the date, the time, and their report on the tablet paper. Then they put their "written findings" on a special spindle. Just before the end of class, the teacher or another student reads aloud the report or reports for the day. The slips of paper are returned to the "reporter," who will eventually use these accounts for a written story or a report or a log. (546)

Sample: Julie Chitti, May 23,
9:30 A.M.

Tadpole jerked its rear legs repeatedly.

(continued)

NEWS REPORTS (Class or individual).

Every day something occurs worthy of classroom attention--no matter what the age or the grade level. If, in some reservation schools, there are not enough available radios, or televisions for morning news reports, then perhaps the class will have access to a daily newspaper or weekly news magazines ("Navajo Times"). There are also classroom newspapers that students can subscribe to on a yearly basis. Whichever news source is used, be sure to discuss the reliability of facts with class members. Then, they choose one news report for the week which they will investigate more thoroughly. (In the case of younger students, paraphrasing and then rewriting the new report would be a satisfactory starting point). From that investigation they compile their facts and write their own articles for a school newspaper. (547)

NEWSPAPER ARTICLES (Group or individual).

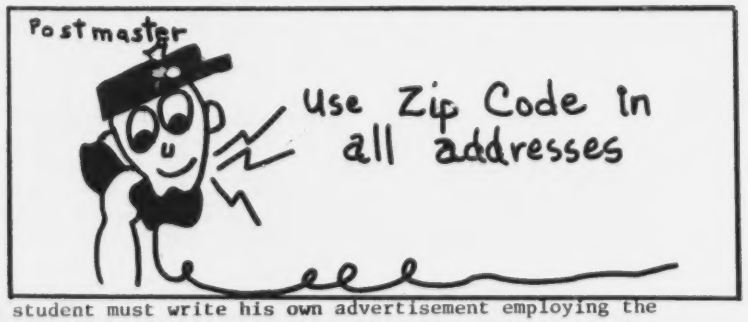
Older Navajo students can write their own articles concerning classroom and school news. If students enjoy journalism as such, each class member might want to organize a monthly paper. Articles might range from school events, sports interesting news to a biographical sketch of someone special. (548)

NEWSPAPER (Group or individual).

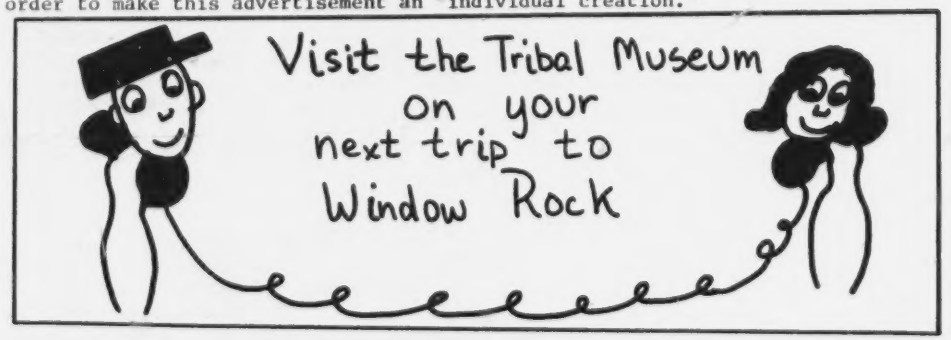
Younger students can dictate to the teacher what was done at the conclusion of each school day. The dictated version is printed in simple form on the chalkboard and by the end of the week it it summarized by the children and printed for a class newspaper. Copies can be taken home or sent to the student's families at home. (549)

WRITING ADVERTISEMENTS (Class or individual).

Have the class or group clip out all the advertisements they can find in magazine discards. When each student has cut out at least three to five such advertisements, all different, he or she is to study each one for use of wording, type of print, descriptive techniques, and style.



Then, the student must write his own advertisement employing the similar styles he found. His "product" should be fictitious in order to make this advertisement an "individual creation." (550)



WEATHER REPORTS (Class).

Students of all ages enjoy predicting and discussing the weather.

Give each interested student a chance to be the class weather reporter for the week. The "reporter" writes the weather report of the day on the chalkboard and then writes his or her prediction for the following day's weather. (551)

CONTROVERSIAL ISSUES (Class).

Writing assignments can be made on controversial issues around the school such as:

"Does the Dining Room suit you?"
"The Rule I Don't Like is..." (552)

JOB QUALIFICATIONS OF COMMUNITY HELPERS (Class).

When the class begins a unit in social studies dealing with community helpers, community services, and community vocational skill training, interested class members may want to meet in small groups to discuss the positions and qualifications of such people. These qualifications can be written into simple outline form. From these outlines students can write out their own qualification forms using a question-answer format, a fill-in-the-blank form, a list of qualifications, or a simple paragraph describing the position. (553)

Sample: What is your name?_____
Where do you live?_____
What is your occupation?_____

AUTOBIOGRAPHIES (Individual).

Use a topic or a title to encourage a student to write about one incident in his lifetime. Some suggested phrases:
An early Memory
My Best (Or First) Friend
A Trip I Remeber
My First Day In School (554)

CLASS AND TEACHER WRITINGS (Class).

Two ideas from Arlene Jorgensen, Tuba City Boarding School, point out the need for the teacher to share with the children his or her writings. Certainly through this type of "model building" students realize that the teacher surely "practices what he (she) teaches!"

1. Students can be invited to write about how they truly feel that day. The teacher will need to tell how he feels first. (555)

2. The teacher can display things students write or compile a booklet or newspaper of student writings to be shared around the school. The teacher, however, should not forget to display his or her own creative writings. This shows that the teacher enjoys doing what he teaches. Thus there is an added emphasis to the importance of the activities.

WRITING A SUMMARY (Individual).

After reading a chapter of a book or a story, the students choose the main character or characters. Then, they write in short sentences what happened to the character(s) putting the events in sequence. Next, let the students expand their sentences by adding significant details. (556)

SIMPLE OUTLINE (Class).

Assuming that children have been introduced to outlining techniques, several topics are put on the chalkboard with a short supporting story. From these stories students must extract the important details and put them into outline form.
Sample Story:

THREE IMPORTANT
NAVAJO CEREMONIES

The three important Navajo ceremonies are the Fire Dance (Corral), the Yeibichai, and the Squaw Dance. These ceremonies as well as others are based on legends handed down from one medicine man or singer to another as they relate to curing the so-called patient.

The Fire Dance (Corral) is a winter rite. The highlight of the ceremony occurs when men grab firebrands from the fire alighting each other with sparks and flame in order to rid themselves of impurities. Other magical feats are also performed, like plants that grow in minutes and men swallowing arrows.

Another winter ceremony is the Yeibichai which lasts for nine days. The Yeibichai is concerned with supernatural beings which are involved with mythical heroes. On the ninth night, teams of men sing eerie chants and dance in rather weird yet colorful garments.

A shorter three day ceremony is the Squaw Dance (Ndaa). Held in the summer, this rite emphasizes the bad dreams of the warrior who must undergo treatment via the Medicine Man or singer. The actual "Squaw Dance" is only part of this rite, but it is memorable because a girl chooses a man to dance with her accompanied by drums and singing. The man pays the girl for the dance at the end.

(557)

Sample Outline:

Title (Three Indian Ceremonies)

I. Fire Dance
   A. Winter rite to rid man of impurities
   B. Magical feats

II. Yeibichai Dance
   A. Major winter rite lasting nine days
   B. Based on legends involving mythical heroes
   C. Picturesque, especially the last night

(557)

III. Squaw Dance
   A. Summer ceremony lasts three days
   B. Treatments for warrior who has bad dreams

NOTETAKING (Class).

Students on the intermediate and upper grade levels should begin learning how to take notes in simple fashion. Since notetaking becomes an individual written "art", several methods should be presented to the students when the time comes. (Examples: outline notes, summary notes, note jottings, and key word notes.)

One useful notetaking activity for beginners is to provide each student in class with a pen or pencil and one sheet of paper about 4" x 5". Explain that a tape is going to played on a certain subject like "Navajo Industries" (or documentary film or filmstrip) and the students must jot down a few important items that they hear. When the tape or film terminates, collect the note-taking slips. A few days later ask the class questions about the report on tape (or film). Then pass back their notes and let the students look their notes over to refresh their memories.

(558)

(continued)

I-W-S FORMULA (Class).

The I-W-S formula can be used to devise materials which can start some children in creative writing.

I = Ideas
W = Words
S = Stimulators (559)

This I-W-S formula is a Mauree Applegate suggestion.

WORD FOLDERS (Individual).

Keep in a file box folders of words on particular subjects that children may want to write about in their free time. Label the outside of folders with words and a corresponding picture like "farm animals." On the inside of the folder print several words that depict the main subject (pig, farmer, or sheep). A variety of these folders will become indispensable for children who delight in using new words in their creative stories. (Idea from Mauree Applegate). (560)

MADE-UP EASY READING STORIES (Group).

Have available blank lined paper stapled together in book form. Encourage the children to make up their own easy readers either alone or with a small group. Topic ideas could include SCHOOL, PETS, ANIMALS, HOME, and other experiences meaningful to the young Navajo student. To help the children with certain words let them ask you or use their own reading books or refer to a large word chart. (561)

STORY STARTERS (Individual).

Getting started is difficult for many students in writing. Present two or three "starters" in a lesson; students choose one and use it as a first sentence to their story. At another time, ask the children to add new "starters" to the "starter box." Examples of "starters" on various grade levels: (562)

1. One day I _____.
2. I can do this _____.

(continued)

3. The funniest thing I can remember _____.
4. It all began when I was walking down the _____.
5. "Something's coming out of the sink. Help!"
6. Henry stood stock still. His legs refused to move. The sweat broke out on his forehead. (562)

ADD TO IT! (Small group).

In order to stimulate spontaneity in writing, head a paper with a sentence "starter." Put the paper on one student's desk and ask him to write down the second line of the story. When he has completed his sentence, he gives it to another individual (next to him) and so on. The activity is repeated three or four times. Several of these "add-to" stories can be distributed at the same time. The final products can be read aloud or displayed or copied for a short story book. Examples: At first the noise was very faint and seemed far away. It was an odd noise. It began to get loud and shrill. (563)

END SENTENCES (Class, group).

Instead of giving students the first sentence of a story, try the technique of giving them the last sentence of a story. Their assignment is to write everything that is likely to precede the end. Examples:

_____and Mother and son were reunited once again.

_____to this day, the boy believes his brother was not guilty of the crime. (564)

_____the monkey climbed back into the tree and dropped bananas on the zoo keeper's head.

This technique can be used with poetry, too.

WRITE SEQUELS (Group).

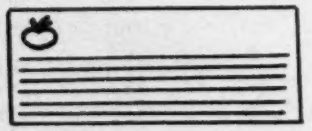
Writing sequels to stories such as Winnie the Pooh or Homer Price can be fun and provide beneficial writing skills for students. Of course, the book must be read and analyzed first, before sequels can be written. (565)

WRITING EPISODES (Class).

Whole class writing projects can stimulate the dis-heartened as well as the able writer. Children, particularly 5th and 6th grade boys, enjoy adventures and mysteries that develop through various episodes. Children can write such episodes in a comic-book fashion; in a television or a movie version. Younger children can experiment with writing episodes for puppet shows and flannel board cutouts. (566)

FRUIT BASKET (Class, group).

Give each child a piece of manuscript paper with a picture of a fruit they know pasted in one corner.



Then put on the chalkboard words the children describe about the look, smell, taste, and feel of fruits generally. After discussing these words, children write about the fruit on their paper as accurately as possible so that the description can be used as a riddle for later guessing which fruit is being described. This activity can also be used with topics like animals, places, people, or flowers. (Main idea from Mauree Applegate) (567)

USING METAPHORS CREATIVELY (Class).

Use one of Charles Shultz's books like Happiness Is A Warm Puppy to introduce this comparison technique. Then encourage each student to write one of his own one-line metaphors defining some quality such as misery, happiness, love, or fun. Then compile these metaphors into a class booklet. (568)

(Happiness is hearing the dismissal bell ring.)
(Happiness is finding an unchewed piece of bubble gum in your drawer.)

THE OPPOSITE DEFINITION (Group).

Each student is given a paper sack with a secret object inside like a clothespin, a stapler, a pencil, a tablet, a tube of glue, etc. He is given enough time (use your discretion) to describe in writing what the object is NOT. When everyone has finished, they exchange papers to see if their "friend" (classmate) can guess what the object is from the "opposite" description. (569)

Example: This is not something to eat.
You cannot write with it, nor even use it inside school.
It is not rectangular nor oval.
It does not have an odor nor feel rough.
It is not tall nor lightweight.
It is holeless.

(a solid glass magic ball)

BRAINSTORMING DEFINITIONS (Class, group).

Students are to say whatever definition comes to their mind when you say a common word. Several class "secretaries" can write down these definitions when given. Everything is accepted and written down. Later many of the definitions can be written into a poem or a short story by each class group or by individual class members. Sample:

Teacher says "cat." Possible responses are:
"A cat is something that purrs."
"A cat is a cat is a cat if it slinks slyly."
"Cat means an animal that meows when it is hungry and purrs when it is contented." (570)

Teacher says "flea." Possible responses are:
"A flea circus."
"A flea lives in animals."
"Most fleas bite."
"They are quick insects."
"Pests."

INCREASING WRITING VOCABULARY (Class).

Increase the student's reading and writing vocabulary by using color and mood words, simple figures of speech and precise terms in creative (571)

(continued)

writing. Use the following procedure: The teacher says:

1. Everyone choose an animal to be.
2. Pretend you are this animal observing an activity or daily routine that human beings participate in.

Examples: Bear on Black Mesa watching Shonto's team win a game.--What thoughts would a bear have about these boys knocking each other down?

A mountain lion observing Shonto's cheer leaders. What thoughts would a mountain lion have about these silly girls jumping and clapping?

A rattle snake watching a Navajo herder tend his flock. What thoughts would a rattle snake have about this daily task? (571)

3. In your story try to use as many vivid colorful words as possible.

Examples: turbulant, vibrant, raging, violent, howling.
(Let class participate in listing words).

Note: Prior to this procedure, discuss "personification" in creative writing and read some examples from books like Wind in the Willows, e.g. "floor smiled" and "plates grinned at pots."

(Submitted by Mr. Richard Thomas, Shonto School)

DEFINE COLORS (Class, group, individual).

Combine the ideas of what class members associate with different colors by listing them on the board or discussing them aloud. Then encourage students to choose one color and write a simple poem describing that color. Sample:

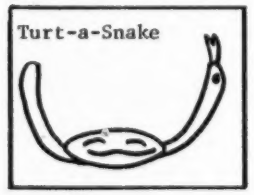
Green is the Jolly Green Giant.
Green is watered grass. (572)
Green are the pine needles.
Green is the color of my face when I'm not feeling well.
Green is my melted crayon.
Green is the ink in my pen.

CONCOCTING CRITTERS! (Group, individual).

You might present this activity with a picture of a "jack-a-lope." Talk about what it means with the class. Then take some time to concoct some imaginary animals (breakfast cereals; foods; people; etc.). When each child has concocted his own animal or whatever, he writes down a descrption of it in prose or poetry and then makes an accompanying illustration. (573)

Kangarooster
Allipig
Hippohouse

Milkpops
Hot cats
Ice soup



DESIGN DEPARTMENT (Class, individual).

Often Navajo students have a good knack for creating design as evidenced in their rugs; pottery; artwork; crafts; jewelry; etc. Combining this art of design and the art of descriptive writing can be quite interesting. For instance, the following ideas could be drawn and then described in writing: (574)

1. Design the ideal school. What would it have? (Class, group)
2. Design the ideal car. What would it include?
3. Design your favorite fashions. What would they be like?

JUST-SO-ORIGIN STORIES (Individual).

When Navajo folklore has just been studied, or after an exciting legend has been shared, encourage the children to write a (magic, real, or humorous) just-so story of how an animal, plant, or item came to be. Some examples: (575)

1. Why rabbits have long ears.
2. Reason why mesas are flat on the top.
3. Why rattlesnakes have rattles.
4. Why leaves fall.

CREATIVE CONVERSATIONS (Individual).

Oftentimes students read many narrative stories, but seldom write them. One way to inspire a short conversation story is to write a thought-provoking question on the board. Examples:

"What do your pencil and paper talk about at night?"
"What does the broom say to the dustpan?"
"What will the toothpaste tube tell your toothbrush?" (576)
"When everyone has left the science lab, what will the skeletons discuss?"

Let the children think about the question (limit yourself to one or two questions, so the students can make their choice easily) and when they feel confident in their answer, they write it down.

HOW THINGS LOOK TO A ....(Individual).

Write a very short make-believe situation like one of these samples on the chalkboard:

A Martian just landed on earth.
The first thing it saw was a hogan.
How would the Martian describe the hogan?

A dog got lost in the big supermarket. (577)
How would things appear to the dog as he walked in between the aisles?

The children write down the way they think a dog or a Martian or whoever was involved might describe the situation. In other words, the child writes from the point of view of another character or creature.

THINKING ABOUT LIKENESS OF TWO THINGS (Class, individual).

Comparing items in writing calls for a high degree of thought, particularly odd items. Students could find such think-writing skills fun if asked: Why is a crow like a sunflower? (578)
Why is a lamb like a cloud?
Why is a fork like a pine tree?
Why is a mesa like a piece of bread?

(Idea from Myers Torrance).

DIARY OF A _____. (Small group or individual).

Place ten or more objects in a basket like a hairpin, an apple seed, an old used pop can, a flower, a baseball, a paper clip, etc. Each student closes his eyes and selects an item. Then he writes a diary about the item using first person. Example: (579)

DIARY OF A SOCK

What a rugged life I've had lately. First, I was insulted when I no longer fit the need of said foot. Next, I was left to rot beneath the dark, dusty dungeon of a bed.

"LET'S CLIMB A MOUNTAIN! (Class, group, individual).

Another way to stimulate short creative writings is to pretend to go on a hike, a climb, a picnic, a trip, or whatever suits the mood. As an example, discuss with the class the items needed for such an excursion. Or, have a pack-sack filled with many items. (Some nonsense; some necessary items). You might include such things as an old newspaper; a sack; a stocking; a jar of jam; a large safety pin; a sponge; a piece of wood; and so on. Then, in their respective papers, students write about the above-mentioned items stressing which ones they would take and which ones they wouldn't take and then the reasons for their choices. (580)

"IF" STORIES (Group, individual).

Speculating about things is still another method for stimulating creative writing. Certain plots can be listed on the chalkboard and then one is selected as a theme: (581)

1. If I could go anywhere in the world...
2. If I were an injured animal, I would...
3. If I were lost in a desert, I would...

WOULD YOU RATHER BE A _____ OR A _____? WHY? (Class, individual).

Writing short answers using personal interpretation is an excellent creative writing experience for all students. At the beginning, older students may find certain imaginative topics silly; therefore, there may be a tendency for some to inhibit their writing. But, the more experience they have and the more acceptance they feel, the less inhibited their writing style will become. Begin with short stimulators such as: (582)

1. Would you rather be a mountain or a river? Why?
2. Would you like to be a snowflake in the summer or the winter? Why?
3. Where would you rather roar if you were a lion? _____in the jungle? _____in a zoo cage? _____on a mountain?

WHAT WOULD HAPPEN IF...? (Class, individual).

Students enjoy using their imagination, particularly if whatever they write is accepted. "What would happen if?" stories can be created easily; simply give the students an instance or several instances. For example: "What would happen if it snowed purple snow?" or "What would happen if all the trucks and cars turned into dinosaurs?" or "What would happen if you had to walk on your hands for evermore?" (583)

MY WISH (Individual).

Hidden desires and wishful thinking leads to many a creative paper. Write a phrase like, "I wish that I _____" or "If I could have one wish _____" and give the students an opportunity to write whatever he desires. In the case of younger students, let them make a picture of what they wish for and then have them label it or write a simple sentence about it. (584)

PET PEEVES (Group, individual).

Stating grievances can provide students an opportunity to vent their hostilities in a more positive way. Every so often when the students seem emotionally "low" give them a large sheet of paper and let them write down a list of things that "bug" or "bother" them. The following day ask them to re-read their list and add or subtract any grievances. Tell them the list is their own business, but if they wish to share it they may do so privately after class with you. (585)

(continued)

FEARS, PROBLEMS (Individual).

Occasional written topics like "I'm afraid of _____" or "I do not like _____" will help the students air their feelings without adult disapproval. Younger students can write their papers on similar topics with the use of aids or word charts. (586)

DIARIES OR PERSONAL LOGS (Individual).

Each student is given a loose-leaf notebook which is considered his very own! The teacher encourages him to write or to copy anything he or she desires in his book. The only obligation on the part of the pupil is that he must write in his book at least 10 or 20 minutes a day. The teacher promises the students that he will not read the log unless the student wants him to do so. The objective here is to encourage reluctant Navajo students to write whatever they wish without the threat of grading or red marks for incorrect grammar. If the students and teacher abide by their agreement and if the project lasts throughout the entire school year, a great deal of the Navajo students' hesitation to write should diminish. (587)

CREATING A CLIMATE FOR POETRY (Class).

Poetry can be created by the young Navajo student as well as the older student, provided he has been given a stimulating introduction to the world of poetry. 1. The teacher can point out poetic expressions the children use in speaking and writing. 2. A quiet place to go and write poetry can be provided. 3. A poem written and illustrated on a bulletin board, on a door, on the wall hanging can be fun. 4. Reciting poetry to the class during an informal rest period on a regular basis can foster a poetic growth and appreciation. 5. Remember, too, that if children are to feel free enough to write poetry, a special box or poetry drawer for private, unsigned poems is a must! (588)

SPECIFIC WRITING AIDS FOR POETRY (Class).

In order to help students write poetry, the teacher should be willing to provide the necessary mechanics of poetic form as well as the development of a vocabulary that expresses just the right shade of meaning. Before students write their special holiday poems or whatever, they might find it beneficial to discuss possible words to use. With older students a rhyming dictionary could be used. (589)

TYPES OF POETRY (Group).

Children are stimulated to write various types of poetry. Some will respond more to simple poems about everyday life; some will express themselves best in poems about objects; some will never be overjoyed about a particular brand of poetry. But, as a teacher, the more categories and styles of poetry you can offer your students, the more they will find ease in writing poetry. Some types of poems: (590)

1. gripes and protests
2. personal experiences
3. wonders about us (nature)
4. travels
5. animals
6. pretend: "If I were"
7. nonsense
8. special occasions

A FEW OF MY FAVORITE THINGS (Class).

Teach your class the song, "My Favorite Things" from THE SOUND OF MUSIC. Once they know the song well, each child can write one line to go into a class "favorite things" poem. One example from a child might be: (591)

"Riding bareback on my black horse when the wind is blowing very hard."

ABAB POETRY RHYMES (Individual).

Children enjoy making up rhymes, but sometimes they have difficulty creating a type of poetry that rhymes and yet still makes sense. To help the children ease into rhyming poetry show them how to use an ABAB pattern. The poems should be kept to one stanza at first in order to build skill. The student can use a storybook character to write about; a favorite pet or animal; an experience or an event. An example might be: (592)

A. From above the clouds it dove
B. Like a falling star
A. Below to an enormous grove
B. The bird flew, near and <u>far.</u>

HAIKU (Class).

A Haiku is a three-line poem, non-rhyming, which reveals some amount of perception about nature and things. One can use a "tight" syllable count: first line of five syllables, second line of seven syllables, third line of five syllables. But since Haiku is a Japanese style of poetry, and since Japanese syllables differ from English, it is not always possible to follow the 5-7-5 pattern. "Cinquains," an English version, is very similar to Haiku. The first line have five words and each succeeding line has one less: (593)

Sample: The large orange mesas stand
watching the brilliant land
like a giant
chief playing
lookout.

(continued)

WRITTEN COMPOSITION

Self-Generated Composition--Poetry

Book models for Haiku:

CRICKET SONGS by Harry Behn (New York: Harcourt, Brace and World, Inc., 1964).
THE GATHERING WAVE by Alvar Cardona-Hine (Allan Swallow Press, Denver, Colorado). (593)

CINQUAINS AGAIN (Class or individual).
(See Number 593 on Haiku)
Another type of Cinquain can be used by primary aged children successfully: (5 lines)

FIRST LINE = Title of your poem
(Children are prompted to think of a topic ranging from holidays to events to seasons or safety.)
(Usually one word)

SECOND LINE = Description of the title
(2 words long)

THIRD LINE = Gives action associated with the title.
(3 words long)

FOURTH LINE = Feelings (Student's feelings) about the title. (594)
(Any number of words)

FIFTH LINE = Another word for the title
(One word)

It is best to start this form of cinquain with an entire class a few times so they get the "feel" for it. This example was written by a first grade class:

Baseball
American sport
Pitch, hit, run!
Hip, hip, hooray.
Teamwork.

TANKA (Individual).

Tanka is (it is believed) originally from Haiku but in a more difficult form. It is like Haiku in its first three lines and then two more lines of seven syllables each are added. (595)

POINT OF VIEW IN POETRY (Class).

Students gain a different perspective when they are asked to "see" things from an animal's point of view. To stimulate the students, use several poems about the same animal to show how the poet can assume its (the animal's) attitude. Once the students have heard several of these poems, give them an opportunity to write down their thoughts either collectively or individually. Some suggested sources of poems written from the point of view of a different animal: (596)
PRAYERS FROM THE ARK by deGasztold
REFLECTIONS ON A GIFT OF WATERMELON PICKLE edited by Dunning et al.

MOSAIC POETRY (Group).

Assure the children that they are going to try out a type of game so their papers will not be graded. Then give the children special words and have them "write the picture" that comes to their mind (See, hear, feel, imagine). Words like wind, flower, sunshine, river, raindrops, can be used to stimulate the children. All the papers are collected and then assembled into a group poem which is composed from many parts. Ideas which are closely related are grouped together. The class may have to jointly compose an introduction and a conclusion, but for the most part each stanza of this mosaic poem will come from the papers collected earlier in the lesson. (597)

Sample: Teacher's word: raindrop

Some class responses:		
	dampness	steam
	soggy	dancing drops
	pitter-patter	twinkling
	click, tap, tap	specks of
	wet	water

CLASS ANTHOLOGIES (Class).

Poetry anthologies can be made as a year-long project. As class members feel compelled to create a poem, they do so without threat of grades. All poems are put inside a drawer or box for safe keeping. At the end of every six weeks or so, a class poetry committee composed of volunteer members, sorts out the poems by category. (This committee is not allowed to change any poems, but they could check them over for possible writing errors like misspellings and incorrect punctuation and incorrect usage.) Since many of the poems might be anonymously written, an author index may not be necessary, but surely the committee could make with the help of the entire class; a subject and a first line index. Class "doodlers" could draw accompanying sketches for each section of the anthology. Other details and uses of the class poetry anthology could be left up to the discretion of the class involved. (598)

POETRY-IN-A-DRAWER (Individual).

To stimulate creative verse it is helpful to have an "open drawer" policy where any class member can deposit a poem he wishes to share privately with his teacher. (599)
(Idea: Hughes Mearns, Creative Power)

OPEN-BOOK (Class).

Exposure to different types of poetry can build appreciation and understanding for students writing poetry. After introducing a poet or a poem, the teacher leaves the book open on a table so the students can seek out the poem on their own. Providing paper and pencil nearby may give the students an urge to communicate through writing, their own feelings. (600)

APPENDIX

Parts of Speech: Verbs

The following list of irregular verbs came in part from several English books. Those Navajo children who learn English as a second language will find the irregular verb problem one of the most difficult grammar skills to master. For a more complete list, check the reference sections of most English writing or grammar texts.

Present Tense	Past Tense	Past Participle (have, had, has)
begin	began	begun (used with another verb)
bring	brought	brought
come	came	come
sing	sang	sung
swim	swam	swum
swing	swung	swung
fall	fell	fallen
run	ran	run
see	saw (use alone)	seen (has, have)
grow	grew	grown
throw	threw	thrown
do	did	done
drink	drank	drunk

Name:_____

Handwriting Chart

\+ Improvement - Retrogression X No Change

	Sept	Nov	Jan	March	May
1. Capitals should be at least twice as large as small letters.					
2. The difference between o's, c's and a's should be clear.					
3. Round parts of m's, n's, and u's should be clear.					
4. Loops should not intercept writing on lines above and below.					
5. T's should be crossed and i's dotted (not with a circle).					
6. Letters should not be crowded together.					
7. Loops on f's, j's, and y's should be clearly drawn below the line.					
8. Letters should all slant in the same direction.					
9. Words should be separated by clearly defined spaces.					
10. A page of manuscript should have pleasing margins.					

Reference: Dawson, Mildred, A., Marian Zollingers, and Ardell Elwell, GUIDING LANGUAGE LEARNING. (2nd edition) New York: Harcourt, Brace and World, Inc., 1963. p. 328.

FROM: LITTLE HERDER SERIES
BIA Haskell Press,Kansas

Chinle Boarding School
Chinle, Arizona

UP THE TRAIL

There is a mountain trail in front of us.

Morning sunrise sees us climbing up and up on the mountain trail.

There are pine trees all around us.

There are pine trees standing straight and tall.

There are brown pine needles under out feet.

There is green grass.

Brown pine needles and green grass cover the ground.

There is no yellow sand.

There is sunlight and there are shadows.

Shadows play with the sunlight.

There are sheep.

There are sheep in the narrow trail.

The sheep hurry upward, climbing and pushing in the narrow trail.

I ride after the sheep.

There is a horse - my horse.

My horse breathes fast. His feet stumble in the narrow trail.

Up the Trail and Playmates are reading selections for a reading exercise to accompany the Speaking activity on There is/There are, No. 180. They are based on pictures in Little Herder in Spring and Summer. (Note)

FROM: LITTLE HERDER SERIES
BIA Haskell Press, Kansas

Chinle Boarding School
Chinle, Arizona

And look:

There are butterflies beside the trail.

And there are flowers.

There are small white butterflies.

There are small white butterflies above the yellow flowers.

I sit among the flowers.

There is a sound in the air.

I hear the whispering of white wings flying.

I think they like my velvet blouse.

I think they like my long black hair,

because they come to me,

and to the yellow flowers,

those small white butterflies.

There is a chipmunk.

There is a little fat chipmunk in a brown striped blanket.

There is a squirrel in the tree.

They both look at me.

There is another sound in the air.

There are chattering and talking to me.

There is a sound in my heart.

It is the song I sing when I go on the trail.

See Note on the preceding page.

Chinle Boarding School
Chinle, Arizona

AID SHEET TO BE USED IN WRITING STATEMENTS:

in the hogan	a chipmunk	
in the sky	a sheep	
on the horse	a squirrel	
near the mesa	butterflies	
near the mountain	flowers	
near the hogan	trees	
horseback	a horse	
rider a rider	ground	
in front of us	riders	
on the mountain	pine needles	
around us	a morning sunrise	
standing straight and tall	an axe	
under our feet	a cliff	
with the sunlight	a corral	
in the narrow trail	a shade	
near the fire	mesas	
along the road	a woman women	
behind the hogan	a man men	
by the hogan	a child children	
into the corral	a dog	
inside the hogan	a tree	
inside the corral	a bush	
on the mesa	in the wagon	

This sheet can be used in a writing exercise related to Speaking Activity Number 180. Use pictures from Little Herder in Spring and Summer as the basis of the activity.

POETRY:

Ten kinds of rhyme (source, Tom Erdmann, University of Washington, July, 1969.)

1. Full Rhyme:

_____ love

_____

_____ dove

2. Internal Rhyme: (middle beat rhymes with the last word in the line)

_____love_____dove

3. Interlaced or Crossed Rhyme:

_____sing_____dove } end words rhyme

_____

_____ring_____love }

middle words rhyme

4. Alliteration: (repetition of similar sounds in a line from the first word on)

some sorry son

5. Identical Rhyme:

_____mist

_____ same word used twice

_____mist

6. Half Rhyme (Slant Rhyme; Near Rhyme) (Assonance: Sound of vowels agree but consonants may vary).

_____rats

_____

_____tracks

(continued)

POETRY: (continued)

7. Consonance: (Vowels differ but consonants in final half syllable are the same.)

_____sick

_____

_____wreck

8. Vowel Rhyme

9. Apocapated Rhyme: (accented syllable [not the last one] rhymes with the final word in another line.)

_____delayed_____avocado

_____

_____lay_____cod

10. Onomatopeia (What you are saying sounds or feels like what is happening.)

patty-cake